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ABSTRACT

This curriculum guide contains materials for use in helping tenth grade students acquire career skills in English courses. Addressed in the individual sections of the guide are the following topics: self-awareness, application forms, letters of application, resume writing, the interview process, and sources of career information. Each unit includes some or all of the following: an instructional objective, one or more competency statements, suggested student activities, followup activities, checklists, sample forms, and information sheets. A list of tenth grade level language arts and career education objectives and competencies is also included. (MN)

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CAREER SKILLS THROUGH ENGLISH

Grade 10

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CAREER SKILLS THROUGH ENGLISH

Grade 10

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Workshop Participants

Mary Ann Moschel - Linganore High School
Cindy Weimer - Linganore High School
Deborah Harris - Linganore High School

Consultants

E. Niel Carey - Maryland State Department of Education
Edward Kerns - Project Basic Facilitator
Judy Thompson - Curriculum Specialist, Language Arts/ Foreign Language
Karen Bishop - English Teacher, Middletown High School

Elaine Gorman, Coordinator
Career/Business Education

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CAREER SKILLS THROUGH ENGLISH

Grade 10

Language Arts, Grade 10 Objectives

Speaking

L1 - Speak clearly with appropriate volume
L2 - Summarize orally
B1 - Use appropriate communication skills in everyday situations
B2 - Give explanation
A1 - Choose appropriate vocabulary for speaking purposes
A2 - Present speech for specific purpose

Listening

L1 - Restate main idea
L2 - Summarize
B1 - Restate main idea and supporting details
B2 - Identify speaker's purpose
A2 - Dintinguish between fact and opinion and the features which differentiate them

Writing

L7 - Write summary
L8 - Write narrative and/or descriptive paragraph
L9 - Write expository paragraph

B1 - Use appropriate writing skills in everyday situations
B15- Use notetaking techniques and develop outline
B16- Choose and limit topics; plan, write and revise multi-paragraph composition
B17- Write report using several sources

A7 - Recognize and use appropriate vocabulary to achieve purpose
A11- Write comparison and/or contrast paragraph
A14- Write multiparagraph composition using combination of organizational patterns
A15- Write topic outline
A16- Use research and documentation
A17- Write bibliography
A18- Write critical essay

Career Education Scope and Sequence Objectives

*3.1 Demonstrate basic entry level skills related to finding and keeping employment.

3.1.1 Demonstrate skills, attitudes, and behaviors important for a job interview. (4.3.1.5) (2.7.2)

3.1.2 Demonstrate the ability to apply basic skills in a work setting.

3.1.3 Identify qualities and skills that employers commonly seek in job applicants. (4.2.1.8) (2.7.3)

3.1.4 Complete an error-free application for employment and an error-free application for a post-secondary school. (2.7.1)

3.1.5 Write a letter of application for employment and a letter requesting information about a school or career.

3.1.6 Identify educational opportunities available in selected careers. (4.4.1.6)

3.1.7 Describe the importance of time in a work setting. (4.2.1.10)

3.1.8 Describe and demonstrate responsible behavior appropriate for a particular work setting. (4.2.1.9) (2.7.3)

3.1.9 Identify employers and job opportunities in the local and surrounding communities. (4.3.1.7)

3.2 Demonstrate knowledge of the nature, structure, and requirements of work.

3.2.1 Describe the basic requirements for employment in specific jobs, e.g., special tools, clothing, etc. (4.1.1.19)

3.2.2 Identify and describe various ways of entering the world of work, e.g., vocational training, apprenticeship, cooperative education, etc. (4.1.1.9)

3.2.3 Identify the skills, knowledge, and training required for major occupational categories. (4.1.1.14)

*Project Basic competency is in the first set of parentheses; second number in parentheses is the corresponding objective from the Guidance Handbook, Unit 2.

Career Education Objectives (cont.)

3.3 Demonstrate the ability to identify and relate personal qualities to employment.

3.3.1 Complete an assessment of personal abilities, skills, and achievements. (2.1.1)

3.3.2 Complete an assessment of person interests. (2.1.2)

3.3.3 Complete an assessment of personal traits/characteristics. (2.1.3)

3.3.4 Relate self-assessment information to personal career aspirations.

3.3.5 Match local occupational opportunities with personal interests and abilities. (4.2.1.1)

3.3.6 Identify job characteristics which may affect career choice, e.g., benefits, working conditions, etc., including non-traditional occupations. (4.2.1.15)

3.3.7 Identify occupations which relate to personal interests, aptitudes, and values. (4.2.1.2)

3.4 Demonstrate career planning and development skills.

3.4.1 Identify and assess marketable skills gained through paid and non-paid job experiences. (2.1.4)

3.4.2 Develop a profile of personal characteristics based on school work, test results, and extra-curricular activities. (4.3.1.1) (2.1.2) (2.1.3)

3.4.5 Demonstrate skills in using school and community resources to obtain career information. (4.4.1.20) (2.3.3)

SAMPLE PARENT LETTER

Date

M E M O R A N D U M

To: Parents of 10th Grade Students

From: Principal and English Teacher

Subject: The Instruction of Job/Career Skills in the 10th Grade English Class

During the next three to four weeks, your child will be involved in a job/career skills unit. This unit is part of the 10th grade English curriculum.

The job/career skills unit is divided into five sections. The student competency for each section follows:

1. Completing one error-free application for employment and one error-free application to a post-secondary school.

2. Writing a letter of application for employment and a letter requesting information about a school or a career.

3. Identifying and assessing marketable skills gained through paid and non-paid experiences.

   Developing an experience-based profile suitable for seeking employment.

   Demonstrating an understanding of various resumé formats.

4. Demonstrating the skills needed for the job seeking process.

5. Identifying resources for career information.

The objectives for 10th grade English, State Project Basic (World of Work), State Career Education, and Career Guidance have been considered in preparing the job/career skills unit.

We invite you, as the parent, to actively encourage and participate in the course work with your child. It is the hope of the Board of Education of Frederick County that this unit, along with your help and encouragement, will provide your child the skills needed to begin a purposeful, continuing life plan.

TOPIC #1 - SELF AWARENESS

Instructional Objective:

The student will analyze his/her goals, interests, and abilities and understand their importance in a career search.

Competency:

Completing several inventories and constructing a SAW.

Student Activities - Interest Survey:

1. Students should take an interest survey to determine personal strengths, weaknesses, interests, and abilities. Examples are:

   a. Kuder General Interest Inventory
   b. Holland Self-Directed Search
   c. Strong-Campbell Interest Inventory
   d. Harrington O'Shea

2. Given five minutes students should make a list of personal hobbies and interests and afterwards check off personal skills from a list commonly used by employers.

3. Students should query family members and friends to determine additional skills that they have observed on the part of the student.

4. Students should compile a folder that contains the following information:

   Worksheet #1 - Determining personal goals and traits
   Worksheet #2 - Determining personality
   Worksheet #3 - Interest survey
   Worksheet #4 - Ability survey
   Worksheet #5 - Hobby and interest survey
   Worksheet #6 - Aptitude survey

5. Students should complete the six worksheets and compile results from them. These should be placed in students' folders. This series is related to individual job interests.

6. Students should carefully read the "Looking at Experiences" hand-out; then, complete the "Your Experiences" worksheet. Students should subsequently construct a Skills Assessment Worksheet (SAW) in either the chart form or data sheet form, whichever they prefer. (Examples of both forms are included in this unit). Students' SAW's should be placed in their folders.

WHAT ARE MY GOALS?

	Highly	Some-what	Not at all
1. I want to finish high school.			
2. I want to attend a trade or vocational school.			
3. I want to graduate from college.			
4. I want to live in a large city.			
5. I want to live in the suburbs.			
6. I want to live in a small town.			
7. I want to live in the country.			
8. I want to live where it is hot.			
9. I want to live where it is cold.			
10. I want to live where it doesn't get real hot or cold.			
11. I want to live near the mountains.			
12. I want to live near the sea.			
13. I want to get married.			
14. I want to stay single.			
15. I want a small family.			
16. I want a large family.			
17. I want to spend a lot of time with my family.			
18. I want to own my own house.			
19. I want to rent an apartment.			
20. I want to be able to have an expensive car.			
21. I want to have a lot of time for recreation.			
22. I want to spend a lot of time at my job.			
23. I want to have nice clothing.			
24. I want to be wealthy.			
25. I want to spend a lot of time in church and volunteer work.			
26. I want a job that I enjoy.			

Other goals I have:

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

WHAT IS MY PERSONALITY LIKE?

	Highly	Some-what	Not at all
1. I am ambitious			
2. I am broadminded			
3. I am intelligent			
4. I am happy			
5. I am courageous			
6. I am forgiving			
7. I am friendly (outgoing)			
8. I am honest			
9. I am imaginative			
10. I obey rules			
11. I am mannerly			
12. I have self-control			
13. I am independent			
14. I exhibit fair play			
15. I am cooperative			
16. I go to school			
17. I like challenges			
18. I like writing			
19. I am talkative			
20. I like reading			
21. I like meeting new people			
22. I like being alone			
23. I like being with others			
24. I follow the instructions of others			
25. I am a leader			
26. I help others			
27. I am well-groomed			
28. I am curious			

Please make any other statements you want that might help to describe the kind of person you are.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

WHAT ARE MY INTERESTS?

	Highly	Some-what	Not at all
1. I enjoy working indoors.			
2. I enjoy working outdoors.			
3. I enjoy working with tools and machines.			
4. I enjoy working with numbers.			
5. I enjoy experiments.			
6. I enjoy trying to change the opinions of others.			
7. I enjoy drawing.			
8. I enjoy music.			
9. I enjoy writing.			
10. I enjoy helping others.			
11. I enjoy working alone.			
12. I enjoy working with others.			
13. I enjoy being a leader.			
14. I enjoy being a follower.			
15. I enjoy being given things to do.			
16. I enjoy finding out what has to be done.			
17. I enjoy doing the same thing over and over.			
18. I enjoy doing different things.			
19. I enjoy having my working hours set for me.			
20. I enjoy making my own working hours.			
21. I enjoy doing puzzles.			
22. I enjoy playing sports.			
23. I enjoy putting everything in place.			
24. I enjoy finding new ways of doing things.			
25. I enjoy cooking.			
26. I enjoy acting in plays.			
27. I enjoy working with plans and/or animals.			
28. I enjoy listening to people talk.			
29. I enjoy reading magazines and books.			
30. I enjoy riding in a car for long periods of time.			
31. I enjoy taking things apart and putting them together again.			
32. I enjoy working with my hands.			
33. I enjoy collecting things.			
34. I enjoy learning about the world in which I live.			

Please add any other interests which are important to you.

1. _____

_____

2. _____

_____

HOBBY AND INTEREST SURVEY

Here is a list of hobbies and interests. (Indicate by a check(✓) the ones you enjoy doing now, by a plus(+) the ones you want to do better, and by a star (*) the ones you would like to try.)

____ team sports	____ carpentry	____ tennis
____ games	____ models	____ flying
____ reading	____ bowling	____ sailing
____ cooking	____ singing	____ camping
____ dating	____ art work	____ boating
____ jogging	____ writing	____ vacationing
____ sewing	____ fishing	____ swimming
____ attending parties	____ acting in plays	____ current events
____ school activities	____ watching television	____ public speaking
____ working on cars	____ buying clothes	____ others (list)
____ motorcycle racing	____ listening to music	_____
____ bicycling	____ babysitting	_____
____ visiting friends	____ photography	_____
____ ice skating	____ electronics	
____ roller skating	____ hunting	
____ dancing	____ golf	

WHAT ARE MY ABILITIES?

	Highly	Some-what	Not at all
1. I can talk with others.			
2. I write well.			
3. I am good in math.			
4. I can think clearly.			
5. I can think out the solutions to problems.			
6. I can imagine how things will look.			
7. I am good at sports.			
8. I get along well with others.			
9. I am a leader.			
10. I play a musical instrument well.			
11. I am a good cook.			
12. I do obey rules.			
13. I can use tools.			
14. I can draw well.			
15. I am a good speaker.			
16. I am good at making things with my hands.			
17. I am a good reader.			
18. I can listen well to others.			
19. I can stick to a task until it is completed.			
20. I can do things well under pressure.			
21. I can follow directions well.			
22. I can sing well.			

Other abilities I have are:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

APTITUDE CHECK LIST

This is a list of talents or abilities. Check the appropriate column which applies to you.

	WEAK	AVERAGE	STRONG
1. Mechanical (can work with tools, machines, etc., to assemble, disassemble, or repair)	____	_____	_____
2. Musical (can perform or appreciate other performers)	____	_____	_____
3. Personal (able to provide services, counsel, or teach and aid others)	____	_____	_____
4. Intellectual (can work with abstract ideas and systems of thought)	____	_____	_____
5. Adminstrative (can organize numbers, people, systems or records)	____	_____	_____
6. Athletic (can engage in individual or competitive physical activities)	____	_____	_____
7. Landscaping /gardening (can make things grow)	____	_____	_____
8. Persuasive (have ability to sell ideas or products)	____	_____	_____
9. Artistic (can create with words, pictures, wood, photos, flowers)	____	_____	_____
10. Domestic (can work with children, house, foods, or furnishings)	____	_____	_____
11. Scientific (able to observe, study, experiment, put in order)	____	_____	_____
12. Other (list) _____	____	_____	_____
_____	____	_____	_____

LOOKING AT EXPERIENCE

Everyone has to start somewhere. The little things in life can give us experience in developing skills.

Maybe you worked part-time at a fast-food place. Look at that job in detail. What did you do there? What responsibilities did you have?

Here is a sample listing of the responsibilities of one teenager who worked at a restaurant:

1. Opened restaurant each morning.
2. Checked and opened cash registers.
3. Prepared all cooking equipment for use.
4. Prepared certain foods.
5. Assembled and organized supplies.
6. Straightened, swept, cleaned all floors and counters.
7. Handled money, made change, made credit transactions.
8. Treated customers with courtesy; handled complaints with tact.
9. Assigned other part-time employees to duties.
10. Cleaned up; put all utensils and food away.

Insignificant little jobs? Maybe. But look at all the essential skills this young worker has: preparing, assembling, organizing, communicating... Many of these skills are transferable. That is, they can be used in other jobs that may carry more responsibility and higher income.

Look carefully at the 10 points above. Decide which duties might be called "management skills." Certainly, organizing and scheduling are parts of a manager's work. How about communication?

There are many other essential skills. Some are listed below. Put a check mark next to those you do well.

____ designing	____ negotiating
____ inventing	____ training
____ studying	____ supervising
____ researching	____ improving
____ analyzing	____ selling
____ synthesizing	____ planning
____ problem solving	____ preparing
____ repairing	____ organizing

YOUR'RE ON YOUR WAY

A little experience goes a long way in helping you record your skills.

Maybe you once worked in a clothing store as a clerk. Perhaps once, when the manager was on vacation, you were in charge of seeing that the registers balanced at the end of each day. Though you may have done this task just five or six times, you should think of it as a skill. You don't have to have been a manager to have done management duties.

SOURCE: CAREER WORLD

YOUR EXPERIENCES

Family - This section deals with your experiences at home or living on your own. Employers are interested in the responsibilities you've had to take on and the things you've learned to do at home. Start at the left and just read down the first column. Then go on to the second column and list your experiences according to the directions.

(1) What kinds of regular tasks do you do around your house or apartment? For example, do you:

Babysit?

Fix things?

Act as translator for family members?

Prepare meals?

Clean house?

Work in a family business?

Shop for groceries?

Manage expenses?

List your responsibilities and tasks around the home. Tell how often you do each one and how long you've been doing it. (List each task separately.)

a. Task _____

_____

How often? _____

Since when? _____

b. Task _____

_____

How often? _____

Since when? _____

c. Task _____

_____

How often? _____

Since when? _____

What does each task show about your attitudes and abilities?

a. _____

_____

b. _____

_____

c. _____

_____

NOTE: "YOUR EXPERIENCES" WORKSHEET CAN BE UTILIZED WITH THE SKILLS ASSESSMENT EXERCISE.

SKILLS ASSESSMENT WORKSHEET (SAW)

SKILL	EXPERIENCE/ ACCOMPLISHMENTS	PERSONAL ASSET NEEDED
operate	microcomputer (every day) as student aide in business education dept.	dependability (I am the only aide.) responsibility (lock equipment)
assemble/build	filing cabinets for business ed. dept. and for self	initiative/creativity
type/tabulate	do billing for father's business; type 50 WPM	dependability, detail-oriented
raise funds	worked booth at neighborhood carnival for church choir	responsibility
handle money	booth work at carnival, clerk at father's store	responsibility, dependability
instruct	babysitting, show children how to brush teeth	patience
describe/ narrate	babysitting; telling stories, started storytelling group for neighborhood toddlers	creativity, initiative

FAMILY

Responsibilities and Tasks

Cleaning up after meals every night for 10 years

Cleaning my room once a week

Babysitting for my younger brothers 3 times a week for 5 years

Cooking dinner weekends for 2 years

Special Family Activities

Showed my brothers how to build a tree house

Helped take care of my grandmother after my grandfather died

HOBBIES AND SPECIAL INTERESTS

Hobbies and Crafts

Knitting and sewing.	Mother taught me.	Example: sweater
Writing.	Learned at school.	Example: poetry
Cooking.	Learned by myself.	Example: meals, snacks

Courses

Piano lessons from a private teacher for 12 years

Driving lessons at school for 6 months

Life Saving course at the YWCA for 20 weeks

SOURCE:

Ann E. Youthe
25 Harward Street
Worcester, MA 01609
617-756-9804

06/12/81

TOPIC #2 - APPLICATION FORMS

Instructional Objective:

The student will fill in an application for employment and understand the importance of its accuracy and appearance.

Competency:

Completing one error-free application for employment and one error-free application to a post-secondary school.

Student Activities:

*1. Define application vocabulary:

resident	separation	references	qualifications
marital	defect	probationary	draft status
dependents	disability	maiden name	resume

*2. Fill in the fact sheet. This is to be used as a reference when filling out any application.

*3. Complete matching activity handout on application vocabulary.

4. Read "Tips for Filling Out an Application."

5. Complete one job application form and one school application form in pencil. Forms in your Future, pages 13, 14, 17, 18.

6. Critique the forms for accuracy and completeness by exchanging papers.

7. Complete in ink one error-free job application and one error-free school application.

Follow-Up Activities:

*1. Students complete crossword puzzle on application vocabulary.

*Use as appropriate for remediation.

TIPS FOR FILLING OUT AN APPLICATION

1. Always keep the application form neat. Type it if possible. If not possible, use pen with blue or black ink.

2. Read the entire application form before beginning to write.

3. Strive for a perfect copy with no mistakes.

4. Be accurate. If you are in doubt about something, first write it on a piece of blank paper, then rewrite it on the application form. Spell all words correctly. (Carry a pocket dictionary.)

5. Check on spellings and any items you are unsure of before you enter the information on the application.

6. Fill in every blank on the application form. If the question does not apply to you, write not applicable or NA. This will indicate that you were thorough and did not omit something.

7. Be sure to have with you the documents needed to prove your age, citizenship, etc. (birth certificate, work permit, Social Security card, etc.)

8. Follow the directions on the application form.

9. Proofread what you have written before submitting the application form.

10. Remember that when you fill out an application for a job, you are competing with others. Your application form represents YOU and must be the first step in selling yourself to the employer.

FACT SHEET

1. Your name:

_____
first middle last

2. Birthdate:

_____
month day year

3. Your address:

_____
street city state zip code

4. Your phone number:

_____
area code number

5. Your social security number:

_____

6. Your father's name:

_____
first middle last

7. Your mother's name:

_____
first middle last

8. Your draft status:

_____

9. Names of schools you have attended. List most recent first. Include dates you attended.

School	Date
_____	_____
_____	_____
_____	_____

10. List any jobs which you have had and the dates held. List most recent first.

Job	Date
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

11. Name three references other than family members who would speak on your behalf. Give their addresses. (Be sure to ask their permission before you use their names.)

Name	Address
_____	_____
	_____
_____	_____
	_____
_____	_____
	_____

12. Your grade average:

_____

APPLICATION FOR EMPLOYMENT

Job Desired: _____ Date: _____

Name: _____ Telephone: _____ Home
_____ Business

Address: _____ Social Security Number:
_____ _____

Name and address of person to be notified in case of emergency:

_____
(name) (address)

Phone: _____
(work) (home)

Handicaps: Do you have any impairments, physical or mental, which would interfere with your ability to perform the job for which you are applying? _____

Are you a citizen of the U. S.? _____

What foreign language do you speak, write, or read? _____

Are any of your relatives employed by this company? _____
If answer is yes, please give names: _____

Education:

Circle highest grade successfully completed: 1 2 3 4 5 6 7
8 9 10 11 12 Dates attended: _____ Graduate?____
Name of school?_____

College or Univ.: Major or speciality _____
1 2 3 4 5 6 7 8 Special skills _____
_____

Other training:

School: _____

Course studied: _____

Employment record: (show present or most recent work first.)

1. Name of Company: _____ Dates: From __ To __
Address: _____
Your position: _____ Salary: _____
Reason for leaving: _____

2. Name of company: _____ Dates: From___ To ___
Address: _____
Your position _____ Salary _____
Reason for leaving _____

3. Name of company: _____ Dates: From___ To_____
Address: _____
Your position: _____ Salary: _____
Reason for leaving: _____

References: Give below the names of three persons not related to you:

Name	Address	Business	Years Known
1.			
2.			
3.			

Have you ever been convicted of any crime? _____. If so, explain? (Omit traffic violations? _____

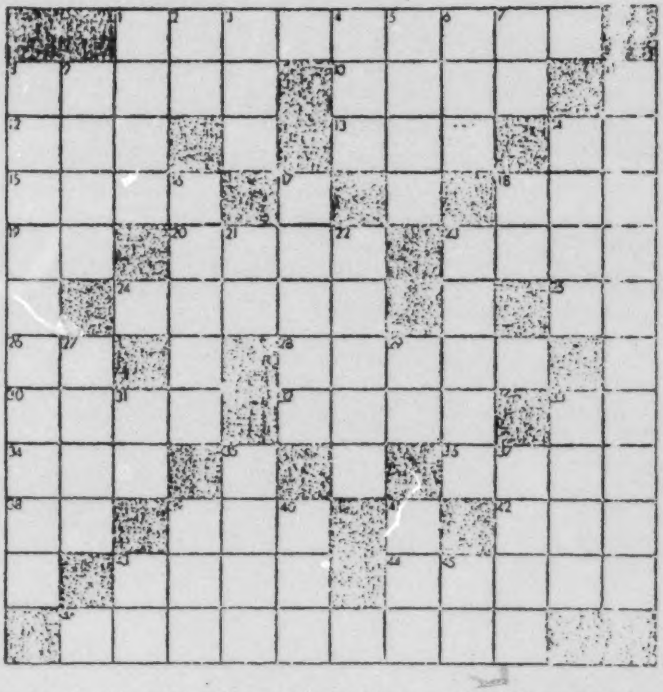
_____

SPECIAL WORDS FOR FILLING OUT FORMS

You'll be filling out forms many times in your life. You will fill out a form to get a job, to open a charge account, to take out a car loan, to order by mail, and many other important things. You will find that many of these forms contain special words or abbreviations. This is done to save space. In the first column are 20 of these special words and abbreviations. See if you can match them up with their definitions in the second column. The first abbreviation has been done for you.

Column 1		Column 2	
1.	M. O.	a.	Height, weight
2.	Ht., Wt.,	b.	Adult (not relative) who can tell something about you or your work
3.	Maiden name	c.	Worker for a company
4.	Proof of age	d.	What you do for a living, your job
5.	Address	e.	Money order
6.	Apt.	f.	People you support or help support
7.	Defects or disabilities	g.	Person you worked for
8.	Soc. Sec. No.	h.	Girl's last name before marriage
9.	Martial status	i.	Cash on Delivery
10.	Spouse	j.	Name of company you worked for
11.	Dependents	k.	Signed name (not printed) of person making out the application
12.	Qty.	l.	Apartment
13.	Former employer	m.	Actions against the law
14.	Reference	n.	Single, married, widowed, separated. divorced
15.	Firm name	o.	Husband's or wife's name
16.	Occupation	p.	Quantity
17.	Infractions, offenses	q.	Mental or physical handicaps
18.	Employee	r.	Social Security Number
19.	C. O. D.	s.	Birth certificate, baptismal papers, draft card, passport
20.	Applicant's signature	t.	Where you live

FILLING OUT AN APPLICATION



The seven starred (*) entries in this puzzle list some important items you will find on an application form.

ACROSS

* 1. A job application form usually asks about your grade school and high school ___.
8. Turns over and over; rhymes with *tolls*.
10. Costly metal used in jewelry.
12. Ensign (*abbrev.*).
13. Thin, snakelike fish.
14. Large farm animal; "Strong as an _____."
15. Past tense of *fly*.
18. Chart of the Earth's surface.
19. The 5th letter: D, ____, F; the 25th letter: X, ____, Z.
20. Horse food; rhymes with *boats*.
23. Center part of some fruits.
24. Small stream; rhymes with *shook*.
25. Senior (*abbrev.*).
26. Suffix that means *one who does*, as in *worker*.
28. Tree with needles (*plural*).
30. You smell with it.
32. Not fast.
33. Clint Eastwood, actor (*initials*).
34. House pet that purrs.
36. A long-necked, white, graceful water bird.
38. Short name for *Edward*.
39. American Library Association (*abbrev.*).
*42. Incorporated (*abbrev.*).
43. Small, round, red or purple fruit; rhymes with *drum*.
44. Use water to get soap out.
*46. Applications usually ask for name, address, and ___ number.

DOWN

1. Other and different; "Let somebody _____ do it."
2. David Lean, director (*initials*).
3. To work with something; rhymes with *fuse*.
* 4. How old you are. An application asks for your place of birth, birth date, and _____.
5. The end parts of your feet.
6. Be sick; rhymes with *pill*.
7. Office of Defense (*abbrev.*).
* 8. People who know you well. Three _____ are usually required on a job application.
9. Sole; "You are the _____ person who can help me."
*11. What was done and learned in the past. You must list your work ___ on the application.
14. You row with them.
16. Opposite of *below*.
17. Puts an end to.
18. Missouri (*abbrev.*).
21. Vowels are ___, E, I, ___, U.
*22. Ability that comes from training and practice. List any ___ you have on the application.
23. Bites and grinds with teeth.
27. Highway.
29. Opposite of *yes*.
31. Street (*abbrev.*).
33. Metal containers for food.
35. A color in the American flag.
37. Alcoholic drink from grapes.
39. Entire; the whole thing.
40. Ampere (*abbrev.*).
41. Standing Room Only (*abbrev.*).
43. Physical Education (*abbrev.*).
45. Opposite of *all*.

TOPIC #3 - LETTER OF APPLICATION

Instructional Objectives:

The student will write a formal business letter and understand its importance in a career search.

Competency:

Writing a letter of application for employment and a letter requesting information about a school or career.

Student Activities:

1. Read handouts:

   a. Tips for Writing a Good Business Letter
   b. Modified Block Form
   c. Sample Format of Letter of Application
   d. Model Letter of Application

*2. Complete practice exercise 1 related to business letter form, headings, and inside addresses.

3. Select one ad from the Job Ads handout and write a letter of application for that job. Exchange papers with another student and using the critique form, check the letter for form, spelling, grammar, and appropriate content. Return to owner.

4. Write a final draft of your letter.

5. Write one letter requesting further information about a job listed in the OOH, (See addresses given at the end of each job listing.)

6. Write one letter to a college or other post-secondary educational institution. Request a catalogue or other specific career-related information. Share any information received with the class.

* Use as appropriate for remediation.

TIPS FOR WRITING A GOOD BUSINESS LETTER

The business letter form presented here is called modified block. While there are different business letter forms, the information is always in the same order. People in business insist that their letters make a favorable impression. To make the picture attractive, you must center the letter on the page, leaving equal margins on the sides and at the top and bottom--the margins are the frame around your "picture"; space the letter parts carefully; follow a standard pattern of indention and punctuation; and make the letter absolutely free of strike-overs, erasures, and marks which mar its appearance.

1. Heading - When you write a business letter without a letterhead, you must give a complete heading: street address on the first line; city, state, and zip code on the second line with a comma between the city and state; date on the third line with a comma between the day and the year. If you use abbreviations, use them consistently. The heading usually begins on line 13.

2. Inside Address - In the inside address you must give the name of the person or the firm (or both) to whom you are writing and the address with the usual comma between city and state. Ordinarily the inside address is placed four typewriter spaces below the heading or date and flush with the left-hand margin. If you wish to include the title or position of the person to whom you are writing insert a comma after the name and add the title or position on the same line. If the title is too long, put it on a separate line below.

3. Salutation - One blank line is left between the inside address and the salutation. The salutation can be one of many, depending upon the inside address. The salutation is followed by a colon.

   For a Department or Company:

   Gentlemen:
   Ladies and Gentlemen:
   Dear Sir or Madam:

   For a Specific Person, Name Unknown:

   Dear Sir:
   Dear Madam:
   Dear Sir or Madam:

For a Specific Person, Name Known:

Dear Mr. Smith:
Dear Mrs. Smith:
Dear Miss Smith,
Dear Ms. Smith:

4. Body - When preparing a business letter, use simple language, clearly and directly phrased. Be courteous. The first line of the body of a business letter is placed two typewriter spaces below the salutation. It may be indented five spaces. Subsequent paragraph indentions will be uniform with the first one.

5. Closing - Leave a space between the body of the letter and the closing. Keep the closing simple and capitalize only the first word. The closing is followed by a comma.

Sincerely,
Truly yours,
Cordially,
Respectfully,
Very truly yours,

6. Signature - Type your name four spaces below the closing. Place your handwritten signature in the space between.

MODIFIED BLOCK FORM

Your Street Address
Your City, State and Zip Code
The Date

The Department Or Person To Whom You Are Writing
The Name of the Company
The Street Address or Post Office Box Number
The City, State and Zip Code

Salutation:

The body of your letter is the most important part of your letter. You should state your purpose clearly, briefly, and politely.

Your closing,

(Signature)

Type your name

SAMPLE FORMAT OF LETTER OF APPLICATION

The following format for the letter of application illustrates the type of information which should be included in each paragraph.

Your present address
City, State, Zip Code
Date of Writing

Mr. John Blank
Title
Company
Street Address
City, State, Zip Code

Dear Mr. Blank:

First paragraph: Tell why you are writing; name the position, or field, or general career area about which you are asking. Tell how you heard of the opening or organization.

Second paragraph: Mention one or two qualifications you think would be of greatest interest to the employer, slanting your remarks to the employer's point of view. Tell why you are particularly interested in this company, location, or type of work. If you have had related experience or specialized training, be sure to point it out.

Third paragraph: Refer the reader to the enclosed application form, resume, or the fact that the XYZ Placement Office has, or will, send a list of your full credentials as a medium which will give additional information concerning your background and interests.

Fourth paragraph: Close by making a specific request for an interview, suggesting date and time, and indicate that you will phone the day before (when you reach the city, for instance) for a confirmation of the appointment unless you hear beforehand that the reader does not wish an interview. If, instead of wanting an interview, your request was for further information concerning the opening, it would be polite to enclose a self-addressed, stamped envelope. Make sure your closing is not vague but makes a specific action from the reader likely.

Sincerely,

(Your handwritten signature)
Type your name

Source: Maryland State Employment Service, Job Search Information Center, 1977

MODEL LETTER OF APPLICATION

321 Fifth Avenue
Riverside, Missouri 64168
January 10, 19__

Personnel Director
Central Insurance Company
41 Bank Street
Riverside, Missouri 64168

Dear Sir:

I am writing in response to your advertisement for a secretarial position in the January 9 issue of the Herald. I would like to apply for the position.

I am eighteen years old and graduated last June from North High School. Since then I have completed a six month course in secretarial training at the Jackson Business School. In high school I completed two years of courses in shorthand, typing, and office machines and worked as a student aid for one year in the principal's office. At Jackson I studied office practice, word processing, business English, and bookkeeping.

Enclosed you will find my resume, and I would be pleased to supply any further information you may request.

I would welcome the opportunity to discuss the position with you.

Sincerely yours,

Janet B. Cooley

PRACTICE EXERCISE 1

Headings and Inside Addresses

A. Write the following headings using proper business letter form:

1. your street address, your city, state, and zip, today's date

2. 1496 oakridge road, fort worth texas 76135, january 10, 19___.

3. 1420 inca lane, st. paul minnesota 55512, april 14 19___.

4. p. o. box 309 rochester new york 14617 july 16 19 ___.

B. Write the following inside addresses using proper business letter form:

1. ajax auto supply company 6890 clifton road dayton ohio 45412

2. personnel manager giant food corporation 8345 rockville pike rockville maryland 21643

3. personnel manager the yellowstone company yellowstone park wyoming 82190

4. admissions office northwest technical school 418 king street seattle washington 98906

JOB ADS

Pick one ad and apply for the job by writing a business letter. Be sure to state all necessary information about yourself and ask for an interview. Of course, you will make certain your letter is neat and make no errors in spelling or punctuation, as the employer will judge you by your letter. Follow the business letter form for placement of addresses. You should use unlined paper.

Clerk typist
Must type 50 wpm
Apply National Ins. Co.
Box 714
Youngstown, Ohio

Delivery worker
Must have car and license
no tickets
Jones' Drug Store
1716 First Street
Youngstown, Ohio

Part-time Salesperson for sales work; some exp. desirable.
Sweety Dept. Store
1516 2nd Street
Youngstown, Ohio

Car Wash Helper
Sat. and Sun. only
Speedy Wash
1603 W. San Carlos
Youngstown, Ohio

Mail Sorter
3 afternoons per week,
must be dependable
Apply AAA office
1697 The Alameda
Youngstown, Ohio

Reading to shut-in, must be cheerful, dependable.
Mrs. Eliz. Williams
1305 S. 10th Street
Youngstown, Ohio

Stock Worker
hard working, reliable
for Saturdays only
Extra Good Food Market
1809 Julian Street
Youngstown, Ohio

Gas Station Attendant for eves. and Sat.
must be willing to work,
clean up duties
Shell Station
Mr. J. Garcia
34d and Taylor Sts.
Youngstown, Ohio

Mother's helper for afternoons and Sat.
Must be good with children, neat
Mrs. Albert Lopez
1602 S. 33rd St.
Youngstown, Ohio

Garden helper for elderly couple
must like hard work.
Mr. and Mrs. G. Santos
1433 E. San Antonio
Youngstown, Ohio

Receptionist for beauty shop - neat appearance, pleasing personality, good telephone manners.
E. Z. Wave Shoppe
1724 First Street
Youngstown, Ohio

CRITIQUE OF LETTER OF APPLICATION

(Low 1 to 5 high or good)

APPEARANCE

1. Neatness 1 2 3 4 5
2. Appearance on page 1 2 3 4 5
3. Cross-outs, erasures, etc. 1 2 3 4 5

SPELLING AND GRAMMAR

1. Spelling is correct 1 2 3 4 5
2. Grammar is correct 1 2 3 4 5

CONTENT

1. Does it say where the applicant saw or heard about the job? 1 2 3 4 5
2. Does it introduce the applicant? 1 2 3 4 5
3. Is it addressed to the appropriate person? 1 2 3 4 5
4. Is the person's correct title used? 1 2 3 4 5
5. Does it ask for a return call or letter? . . 1 2 3 4 5
6. Does it include a return address or phone number 1 2 3 4 5
7. Is the content interesting? 1 2 3 4 5

On the basis of the letter, would you give an interview Yes___ No ___

CRITIQUE OF LETTER REQUEST FOR INFORMATION

(Low 1 to 5 high or good)

APPEARANCE

1. Neatness 1 2 3 4 5
2. Appearance on page. 1 2 3 4 5
3. Cross-outs, erasures, etc. 1 2 3 4 5

SPELLING AND GRAMMAR

1. Spelling correct 1 2 3 4 5
2. Grammar correct 1 2 3 4 5

CONTENT

1. Does it say where the applicant saw or heard about the job? 1 2 3 4 5
2. Does it introduce the applicant? . . . 1 2 3 4 5
3. Is it addressed to the appropriate person? 1 2 3 4 5
4. Is the person's correct title used? . . 1 2 3 4 5
5. Does it ask for a return call or letter? 1 2 3 4 5
6. Does it include a return address or phone number? 1 2 3 4 5
7. Is the content interesting?. 1 2 3 4 5

TOPIC #4 - RESUMÉ WRITING

Instructional Objective:

The student will demonstrate the ability to write a resumé.

Competency:

Identifying and assessing marketable skills gained through paid and non-paid experiences.

Developing an experience-based profile suitable for seeking employment.

Demonstrating an understanding of various resumé formats:

1. Basic approach
2. Functional approach
3. Historical approach
4. Analytical approach
5. Skills approach
6. Imaginative approach
7. Personal Data Sheet

Student Activities:

1. Student will construct an experience-based profile that utilizes a marketable skills approach.

   a. Career Profile Worksheet
   b. Career Profile (resumé)

2. After introduction of the various resume models, students will be separated into groups of six. Students will discuss resumé formats.

YOUR OWN CAREER PROFILE

Almost everyone must face the task of finding a job several times in their life. Often, securing one's first job or jobs can be very difficult unless you can clearly present your qualifications to an employer. The Career Profile is a way to do this effectively.

Your Career Profile will contain information that employers want to know about you. It also will help you during a job interview by leading your interviewer to ask questions about your strong points.

Using the attached worksheet, you can organize most of the information needed for your Career Profile. Your file can be updated or revised. Only you can grant permission for a copy of your Profile to be used outside the school.

Your Passport is a personalized statement about you. The worksheet will help you to include key information in a form employers want, but you should use your own words as much as possible to tell about your job qualifications. Your Passport should grow and improve as time passes and you have additional experiences.

When finished, your Passport should show information about you in the following categories:

GENERAL IDENTIFICATION - your name, address, telephone no., etc.

CAREER/JOB PLANS - your short-range and long-range objectives and your educational plans.

EDUCATION/TRAINING - your school attainment, course emphasis, awards, achievements, etc.

JOB SKILLS - your skills which can be used on a job.

JOB AND RELATED EXPERIENCES - A description of your paid and unpaid experiences which reflect your employability.

SPECIAL STRENGTHS AND ABILITIES - statements about you as a person and what you do best.

REFERENCES - statements from responsible persons who know you well and can recommend you to an employer.

Turn now to the worksheet and get started building your own Career Profile. If you have questions, make a note to yourself so you can ask your English teacher or counselor.

THE CAREER PROFILE IS BASED ON THE CAREER PASSPORT DEVELOPED BY THE INDUSTRY EDUCATION COUNCIL OF SANTA CLARA COUNTY, CALIFORNIA, UNDER AN AWARD FROM THE U. S. DEPARTMENT OF LABOR THROUGH THE NATIONAL INSTITUTE FOR WORK AND LEARNING.

REFERENCE

TO: _____

A Career Profile is being prepared for _____.

The Career Profile is a resumé which describes a young person to a potential employer. Responsible reference persons are an important part of this process.

If you are willing to serve as a reference person for this individual, complete the information requested below:

Name: _____

Title: _____

Firm/School: _____

Address: _____

City: _____

State: _____ Zip: _____

Telephone: ( ) _____

Signature: _____

Date: _____

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CAREER PROFILE WORKSHEET

Name: _____
Address: _____
City, State, Zip _____
Telephone: _____

CAREER/JOB PLANS

SHORT RANGE OBJECTIVES:

Right now, I would like (check one): __ a full-time job
_____ a part-time job

My reason for wanting a job now is (check NO MORE than THREE):

___ 1. to assist in my educational expenses.
___ 2. to assist in my living expenses.
___ 3. to gain experiences in the world of work.
___ 4. to gain experience in my field of interest.
___ 5. to establish myself independently.
___ 6. to gain experience to further my long-range goals.
___ 7. to help support my family.
___ 8. to obtain a more challenging job.
___ 9. other _____
_____

LONG RANGE OBJECTIVES:

My long-range goal is to become a/an _____
or a/an _____

EDUCATIONAL PLANS:

In order to achieve my long-range goal, I plan (check one below and complete in your own words)

___ 1. to leave high school and _____
___ 2. to complete high school and _____
___ 3. to attend a junior college and _____
___ 4. to attend a junior college and transfer to a four year school (location-major) _____
___ 5. to attend a four year college or university (location-major) _____
___ 6. to attend a business school (location-major) _____
_____
___ 7. to attend a vocational program for (occupation)
_____
___ 8. to attend an apprenticeship program for (occupation)
_____
___ 9. to go into the military (occupation-training)
_____
___ 10. other _____

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EDUCATION/TRAINING

A. I am currently enrolled at _____.

I will graduate _____.
(month, year)

B. My major course emphasis is _____

_____

C. The courses I have taken that show my employment skills include (Note: use a maximum of six courses which best fit your career goals)

_____ _____

_____ _____

_____ _____

D. Special interests/hobbies/activities.

I have special interests in _____

_____

_____

E. Honors, Academic Interests, Achievements, Awards, Honor Roll Membership, GPA, School Offices, etc.

I have received special recognition for _____

_____

_____

JOB SKILLS

My THREE best job skills are (check three MAXIMUM)

___ 1. working with my hands/tools
___ 2. athletic ability
___ 3. detail work
___ 4. mathematics
___ 5. sales skills
___ 6. performing arts
___ 7. leadership
___ 8. typing
___ 9. planning
___ 10. communication skills
___ 11. tutoring
___ 12. working with people
___ 13. creative ability
___ 14. artistic skills
___ 15. ability to learn quickly
___ 16. problem solving
___ 17. other _____

To improve my chances of getting the kind of job I want, I am currently (check and complete as appropriate)

___ learning how to _____

_____

___ planning to _____

_____

JOB EXPERIENCE

A. PAID JOB EXPERIENCE Display your three best paid job experiences in the following section by selecting from the examples of jobs listed below. Please be sure you list the numbers of your selections.

JOB	EMPLOYER
_____	_____
_____	_____
_____	_____

EXAMPLES OF PAID JOB EXPERIENCES

1. cashier
2. library worker
3. newspaper delivery
4. assembly
5. salesperson
6. car wash worker
7. typist
8. waiter/waitress
9. playground worker
10. housecleaning
11. busperson
12. food preparer
13. pet sitter
14. counter help
15. security guard
16. lawn work
17. word processor
18. manager
19. dishwasher
20. stock clerk
21. usher
22. janitor
23. file clerk
24. hostess
25. housesitter
26. inventory clerk
27. switchboard oper.
28. ticket-seller
29. clean-up worker
30. secretary

JOB EXPERIENCE (continued)

EXAMPLES OF PAID JOB EXPERIENCES (continued)

31. entertainer
32. babysitter
33. service station attend.
34. cook
35. assistant manager
36. lab helper
37. tutor
38. auto mechanic helper
39. bookkeeper
40. computer operator
41. other _____

_____

B. VOLUNTEER JOB EXPERIENCE Display your three best volunteer job experiences in the following section by selection from the examples of experiences listed below. Please be sure to list the numbers of your selections.

EXPERIENCE	LOCATION
_____	_____
_____	_____
_____	_____

EXAMPLES OF VOLUNTEER JOB EXPERIENCES

1. candy striper
2. wildlife rescue helper
3. teacher's aide
4. paper drives worker
5. audio/visual aide
6. precinct worker
7. tutor
8. scout project leader
9. coach
10. recreational aide
11. library aide
12. camp counselor
13. school committee worker
14. swimming/life saving instructor
15. recycle center helper
16. youth group leader
17. convalescent hospital aide
18. telephone contact worker
19. manager of sports team
20. blood drive worker
21. fund raising worker
22. other _____

_____

JOB EXPERIENCE (continued)

C. FAMILY RESPONSIBILITIES Display your three most important family responsibilities in the following section by selecting from the examples listed below. Please be sure to list the numbers of your selections.

RESPONSIBILITY	COMMENT
_____	_____
_____	_____
_____	_____

EXAMPLES OF FAMILY RESPONSIBILITIES

1. babysitting
2. helping younger family members
3. aide to handicapped
4. grocery shopping
5. housework
6. translator
7. yardwork
8. tutoring
9. paying bills
10. meal preparation
11. responsibility for pets
12. laundry
13. running errands
14. contributing to family income
15. other _____

SPECIFIC STRENGTHS AND ABILITIES--YOUR STATEMENT ABOUT YOURSELF

In the spaces provided below, write a SHORT PARAGRAPH which will describe to an employer your special strengths, abilities, interests and accomplishments. Be as specific as possible.

The following list contains suggestions you may wish to include in your paragraph.

Include in your statement one or more specific examples from your life which show how you have applied the strengths you use from the list. Do NOT use more than FIVE suggestions from the list; THREE will be sufficient in most cases.

SUGGESTIONS FOR STRENGTHS AND ABILITIES PARAGRAPH

problem solving
dependable
punctual
logical
artistic
experience working with children
planning and completing activities
first aid experience
team contribution
honest
reliable
careful
bilingual
writing ability
mechanical ability
capable
leadership
intelligent
learn quickly
follow directions
pleasant
ability to work with others
work well with numbers
experience working with minorities
good at working with your hands
experience working with money
stamina-physical and/or emotional
ability to organize

SPECIFIC STRENGTHS AND ABILITIES--YOUR STATEMENT ABOUT YOURSELF (continued)

_____

_____

_____

_____

_____

_____

_____

REFERENCES

Employers often want to contact responsible persons who can verify your qualifications for employment. You are encouraged to include the NAME, TITLE, COMPANY or SCHOOL, ADDRESS AND TELEPHONE NUMBER of up to THREE (3) adults who have agreed to serve as references for you.

Reference persons must sign a completed Career Profile Reference form before they can be listed on your Profile.

INTRODUCING:

Clarence Competence
6789 Oceanview Drive
Escondoodo, California 90003

TELEPHONE: (714) 123-4567

SHORT RANGE OBJECTIVES:

I would like a part-time job to assist in my educational expenses, to gain experience in the world of work and to establish myself independently.

LONG RANGE OBJECTIVES:

My goal is to become a court reporter or a word processer.

EDUCATIONAL PLANS:

I plan to attend a junior college and major in court reporting or word processing.

EDUCATION/TRAINING:

I am currently enrolled as a senior at Misery High School.

My major course emphasis is business and mathematics. The courses I have taken which show my employment skills include: Advanced Typing, Algebra 3, Office Occupations, and Shorthand.

I have special interests in gymnastics, drama, and scuba diving.

I am currently captain of the gymnastics team, a member of the Student Council, and I have been on the school honor roll every semester.

JOB SKILLS:

My best vocational skills are doing detail work, typing and my problem solving ability.

To improve my chances to get the kind of job I want, I am currently learning to program a microcomputer and I am planning to enroll as a bilingual teaching aide in the math department next semester.

JOB EXPERIENCE:

I have worked as a newspaper deliverer, a playground worker, and a ticket seller.

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PROFILE: Clarence Competence (continued)

I have volunteered as a bilingual aide, as a member in Junior Achievement, and a recreational aide.

My family responsibilities include helping younger family members, yardwork, and running errands.

SPECIFIC STRENGTHS AND ABILITIES:

My special strengths include the ability to plan and carry out activities. I learn quickly and I read, write, and speak both English and Spanish. I have always received top ratings for my work and I am a good student.

REFERENCES:

Harry Cook
Manager
McDonald's
9876 Eating Place Drive
Appetite, Nebraska 67432
(301)666-4455

Donald Smart
Principal
Misery High School
711 Lost Cause Way
Lost Beach, California 97654
(708) 888-2389

Ben Strong
Director
City Recreation Department
999 Laps Court
Barren Hills, California 97444
(744) 987-6543

MESSAGE TO STUDENTS

You have just completed your Career Profile. The Career Profile format makes use of the skills you have gained in school, in extra-curricular activities, at home, and in the community. The Career Profile can be used to seek employment or to supplement your college application.

Now, you will review several resumé formats. Notice that job skills are identified on many of the sample resumés. You and your class will discuss the advantages and disadvantages of each sample resumé.

Additional information on resumés is available in the school career center, libraries, and book stores.

BASIC APPROACH

Suzanna Wells
1000 N. Market St.
Frederick, MD 21701
(301) 694-1255

Xerox 850
IBM 056
10 Key Touch
Type 75 w.p.m.,S.H. 80
Telex
TI 820 Terminal

EDUCATION

1978 — Frederick Community College. Frederick, Maryland, A. A. in secretarial science.

1982 — Hood College, Frederick, Maryland, B. A. in Management.

WORK EXPERIENCE

Sept. 1980 to Present — Fairchild Industries, Inc., Germantown, Maryland
Assistant Payroll Clerk
Duties: Code labor adjustments, invalids, and new charge numbers. For the computer: accounts payable, interdivisional billings, vouchers, disbursements, bank deposits, quarterly reports, cash disbursements, all general correspondence.

June 1978 to Sept. 1980 — NUS Corporation, Rockville, Maryland
Department Secretary for eight nuclear consultants.
Duties: Prepared time sheets, expense forms, and travel arrangements. Typed proposals, reports, project authorizations, and correspondance. Organized meetings. Supervised temporary personnel.

FORMAT FOR BASIC APPROACH RESUMÉ

Resumés may be prepared in various forms. This sample includes the basic forms for a resumé and may be adjusted according to your individual needs and to the job for which you are are applying.

Name: Date of Birth:

Address: Height:

Weight:

Telephone: Marital Status:

Job Objective
(Briefly state your goals and the type of job you want.)

EDUCATION

High School (Name and address)

Relevant Courses

Grade Average

Activities (List major ones only.)

SPECIAL SKILLS

MILITARY SERVICE/STATUS

WORK EXPERIENCE
(Organize by function or year.)

REFERENCES
(Simply write "References on request.")

FUNCTIONAL APPROACH

ALAN J. SMITH
175 Newton Street
Washington, D. C.
Tel. (202)743-8263

EXPERIENCE

DESIGN DRAFTSMAN, Charles T. Main, Inc., Washington, D. C. Duties involve the production of outline and reinforced concrete drawings for the purpose of bid and construction. Responsibilities include drafting, checking of details, and calculations. Involved in major projects on the conversion of the Alternating Gradient Synchrotron at the Jersey Central and Light Company.
(Cooperative education assignment, June, 1980 to present)

ENGINEERING AIDE. Amtrak - Washington Office
Assignments involved the installation of proposed industrial sidetracks. Personal duties progressed from drafting and routine surveying to those of transitman, track designer, and chief of party. (Cooperative assignment, June, 1976 to March, 1980)

EDUCATION

BACHELOR OF SCIENCE DEGREE in CIVIL ENGINEERING, Northeastern University, Boston, Massachusetts, June, 1979 (Five-year Cooperative Education Program). Class standing, 5th of 132 Civil Engineers: Chi Epsilon (Civil Engineering Honor Society) 3, 4, Treasurer 5; Epsilon Chapter of Tau Beta Pi (National Engineering Honor Society) 4, 5; American Society of Civil Engineers, Boston Society of Civil Engineers Student Chapter 2, 3, 4,5.

ASSOCIATE DEGREE IN ARCHITECTURAL ENGINEERING TECHNOLOGY, Wentworth Institute, Boston, Massachusetts, June, 1976. Class Standing, 14th of 40 Architectural Engineers; Bridge Club 1, Athletic Manager 2; Meteorology Club 2.

REFERENCES

References will be furnished upon request.

MARY ANN EVANS
1121 Massachusetts Avenue
Washington, D. C. 20012
617-876-2110

EDUCATION

Mount Saint Mary's College, Emmitsburg, Maryland. June, 1981 B. A. Degree in mathematics, minor in physics

Cambridge High and Latin School, Thurmont, Maryland
College preparatory courses June, 1976

EXTRACURRICULAR ACTIVITIES

Society of Women Engineers, Recording Secretary-Treasurer, President; Yacht Club, Secretary-Treasurer; Dean of Women's Advisory Board; Senior Week Committee; varsity cheerleader.

WORK EXPERIENCE

AVCO-Everett Research Laboratory, Everett, Bethesda Computing Department (cooperative education) 1978 to 1981. Providing computational support of the differential type for Error Analysis Report of the Calibration Group. Operating in Dial-Data and Telcomp shared time computer system formats. Making analysis of data used in reentry experiments. Programmed IBM 360/44 Computer in Fortran IV language. 1979 to 1981 reduced shock tube data and made mathematical analysis in support of plasma physics research. Programmed EA13500 Data Plotter. Revised and submitted various programs.

John Hancock Mutual Life Insurance Co., Washington, D. C. Personnel Research Department (cooperative education) 1978 to 1979. Researched data and compiled statistics on various projects including personnel testing. Updated statistics on absence and termination reports. Prepared data and graphs for publication. Maintained statistical files.

REFERENCES

References will be furnished upon request.

ANALYTICAL APPROACH

BRUCE H. BAKER
125 Maple Avenue
Hicksville, New York 11801
516-935-6142

Vocational Objective

Management Service Trainee in a public accounting firm.

Qualifications

Accounting experience. BS in Accounting, June, 1981. Six months experience as a junior accountant with a certified public accountant working on certified reports, audits. and the preparation of corporation taxes, payroll taxes, and state and federal income tax returns. Three months experience in the comptrollers department of a large bank working on the daily balance sheet, with responsibility for monthly statements on demand and time deposits.

Financial experience. Twelve months of experience in the handling of securities in the customer securities department of a large bank and with a securities broker. Gained knowledge in the operation of the stock exchange.

Attended Northeastern University, Boston, Massachusetts, where the above experience was gained on cooperative education assignments. Participated in student government. clubs, and professional activities. Ranked in the top quarter of class.

Employers

Robert T. Walker, CPA, Glen Cove, New York
Junior Staff Accountant June - December, 1981

Marine Midland Grace Trust Company, New York, New York
Accounting Trainee March, 1978 - 1981

Bache and Company, New York, New York
Junior Securities Clerk December, 1977 - December, 1978

IMAGINATIVE APPROACH

LILLIAN F. SIMMONS
24 Warren Street
Arlington, Mass. 02174
Tel. (617) 643-3405

"As long as I can remember, I have wanted to be a Social Worker."

Consider My Qualifications

Education 1982	NORTHEASTERN UNIVERSITY-Dallas, Texas B.A. in Sociology (5-year Cooperative Education Program) Honors received: Freshman Honor List; Dean's List, Alpha Kappa Delta (Sociology Honor Society) The Academy (Liberal Arts Honor Society)
1977	ARLINGTON HIGH SCHOOL-Arlington, Texas College Preparatory Course
Work Experience Dec 1982 to Dec. 1980	WESTBOROUGH STATE HOSPITAL-Westborough, Texas Case Aide (Cooperative Education Assignment) Provided assistance and services as prescribed for individual cases by social workers. Made placement and preplacement visits to the community: jobs, nursing homes, and rest homes. Formulated admission notes and placement notes. Provided short-term non-intensive service to patients and relatives. Did initial interviews for Medicaid. Led therapy group with geriatric patients.
Sept. 1980 to June 1979	JOHN HANCOCK MUTUAL LIFE INSURANCE CO.-Dallas, Texas Retirement Clerk-Calculator (Cooperative Education Assignment). Calculated pension benefits. Coded and recorded retirements. Calculated death benefits.
Dec. 1979 to Sept. 1978	DECISIONS SCIENCE LABORATORY-Bedford, Texas Project Assistant (Cooperative Education Assignment) Reduced and edited data from psychological testing. Typed data onto computer tapes. Participated in various psychological tests.
Activities and Interests	Northeastern Hus-skiers and Outing Club, Silver Masque (Dramatic Club); Sociology Club; Delta Pi Alpha Sorority; Swimming; Tennis
References	References will be furnished upon request.

PERSONAL DATA SHEET

John L. Beck
1327 Valley Heart Drive
Burbank, California 91506
Telephone: (213) 224-6539

Personal Information

Age:	18
Place of Birth:	Logan, Utah
Height and Weight:	6'1", 175 pounds
Health:	excellent

Education

High School:	Burbank High School
Degree:	High school diploma, pending graduation
Major:	Business management--academic
Grade Average:	B+ (Upper 15% of graduating class)

School Activities

Member of varsity baseball team for three years. Regular shortstop during junior and senior years.

President of Junior Achievement Club during junior year. Formed the Allied Products Company which manufactured and sold socks.

Student body treasurer during senior year. Prepared purchase requisitions and kept records of receipts and disbursements of student body funds.

Work Experience

Newspaper route for one year. Delivered 120 papers a day. Made collections monthly.

Clerk-Typist in an insurance office for two summers. Typed insurance forms and letters, sorted company mail, and did other general clerical work.

References (by permission)

Mr. Charles Wheelock, Boys' Advisor, Burbank High School, 525 N. Glenoaks Boulevard, Burbank, California 91502

Mr. Lloyd Bartholome, Business Instructor, Burbank High School, 525 N. Glenoaks Boulevard, Burbank, California 91502

Mr. Edward Nelson, Office Manager, Western States Insurance Company, 2613 W. Olive Avenue, Burbank, California 91506

TOPIC #5 - THE INTERVIEW PROCESS

Instructional Objective:

The student will arrange, prepare for, and participate in a simulated job interview.

Competency:

Demonstrating the skills needed for a successful job interview.

Student Activities:

1. Students should list three companies that would offer the jobs they desire. Students should select their first, second and third choices. Research one company by going to the library to determine various locations, growth potential, employee benefits, etc. A follow-up activity may consist of a verbal report or a written one.

2. Students should participate in a mock telephone conversation to arrange for an interview. (Handout-Simulation Exercise I and Simulation Exercise II). This may be tape recorded or videotaped if possible.

3. Students should prepare appropriate questions for a job interview. Students should read Handouts 21, 22, 23 to familiarize themselves with necessary information. Students will be tested on the above information and should achieve 75% competency.

4. If available through VSDE, the teacher should show the film "The Interview." After the film, the students should be able to compile a list of interview behaviors that include the following:

   a. Dress
   b. Manner
   c. Speech
   d. Firm handshake
   e. Sit only after the interviewer has been seated.
   f. Maintain eye contact.
   g. Avoid gesturing too much.
   h. Say something specific about personal abilities and/or interests.
   i. Do not speak negatively about anyone.
   j. Do not chew gum.
   k. Do not smoke even if the interviewer offers you an opportunity.
   l. Ask appropriate questions.
   m. Call back the interviewer. Make arrangements that are convenient for him/her.

5. Students should participate in a role-playing situation either as the interviewer or the applicant. The other students should evaluate the students' performance by using individual checklists This should be videotaped if possible. Teachers will evaluate the performance by assigning a grade to the activity.

6. When appropriate, students should participate in an interview with guest speakers. The students may role-play the parts as applicants or, if the speaker is willing, the students may interview him/her. Those not actively participating in the process should utilize notetaking and evaluation procedures.

   Guest speakers may be obtained through a list provided by the Chamber of Commerce, Career Education Resource Directory, personal requests, and guidance. In addition to these, students may wish to consult faculty and staff members and the armed forces.

7. Students should participate in the interviewing process by using the Janus Job Interview Kit. (Samples are provided.) Students may pair up during the class time. This may be used as a practice drill.

THE JOB INTERVIEW

The job interview and the impression you make during it are perhaps the most important events leading to a beginning job. It is important to you because the interviewer may have several applicants, and the decision as to who gets the position may depend entirely on the interviewer's reaction to you as a prospective employee.

Reasons for the Interview. The interview is important to the company and its interviewer, for he must select the best person for the job. Frequently, interviewers are seeking not only a person tc fill an immediate opening, but also an employee who may in time take on more responsibilities and be promoted to higher positions.

The job interview usually takes place as the result of an appointment, perhaps in reply to a letter of application. The interviewer will have advance information about the applicant, such as a data sheet. The interview itself consists of questions and answers, with the interviewer doing most of the questioning.

The questions asked by the interviewer have two important purposes. First, they give the interviewer an opportunity to round out the advance information available about the applicant or to delve more deeply into some detail, such sa specialized education or experience. Second, and of equal importance, the manner in which the applicant answers questions gives the interviewer important information regarding certain personal traits of the applicant. Such traits include poise, quality of speech, mannerisms, and ability to meet and talk with people. The interviewer is looking for someone having a good appearance--a worker whose entire personality will be an assest to the company.

A. Carefully read:
   1. Preparation for the interview
   2. During the interview
   3. Negative factors in an interview

B. Carefully consider and answer the questions asked on "Preparing for the interview."

C. Use the attached activity labeled "Your Turn" for more preparation for an interview.

D. Read "An Interview" for an awareness of the impact of an interview.

HOW TO MAKE AN APPOINTMENT FOR AN INTERVIEW

Before phoning the prospective employer, you should have a prepared introductory statement in which you request what information you will need to bring to an interview.

Sample introductory statement 1: "This is (name). I'm calling about the opening you have for a (job title). I sent you a resumé (tell when). Could I come in and talk with someone about the job?"

Sample introductory statement 2: "This is (name). I'm an experienced (job title). I would like to come in and discuss possible job opportunities with someone.

You should then be prepared to request what information you need and to spell your name for the receptionist. It is also possible an employer may want you to describe briefly your skills over the phone before he/she meets with you. Be sure to sound enthusiastic and positive about your ability to perform the job for which you are applying.

You need the following information to interview:

Date and time to report
Name of the interviewer or person to ask for
Where you should report
How to get there if you don't already know
Whether there is parking available
Job title of the opening
Whether there will be testing

JOB INTERVIEW SIMULATION EXERCISE

RECEPTIONIST: Hello, Smith's Tool and Die.

ME: Hello, my name is (say your name). I'm calling about the ad in last night's paper (state source of information) about the part-time clerk-typist's job.

RECEPTIONIST: You'll need to talk to Ms. Stone in personnel. She's on another call right now. Can you hold?

ME: Yes.

MS. SMITH: Ms. Smith, Personnel.

ME: Yes. My name is (say your name). I'm calling about the ad in last night's paper about the part-time clerk-typist's job.

MS. SMITH: Have you filled out an application yet?

ME: Not yet. May I come by and pick up an application today?

MS. SMITH: That's not necessary. You could fill one out when you come in for an interview.

ME: I would be happy to come by today and pick up an application.

MS. SMITH: O.K. If you would like, I'll leave an application with the receptionist and you can stop by an pick it up before 5 o'clock this evening.

ME: Are you scheduling interview for tomorrow?

MS. SMITH: I don't have any openings tomorrow, but I could see you on Thursday at 9:30 in the morning.

ME: That would be fine. Would you like me to leave a copy of my resume' with the receptionist when I pick up the application this afternoon?

MS. SMITH: Yes, if you would, I'd appreciate that.

ME: I'll see you at 9:30 a.m. Are you located at the Fifth and Benton office?

MS. SMITH: Yes. Just ask the receptionist for directions to the personnel office.

ME: Thank you. I'll see you at 9:30 on Thursday.

PHONE SIMULATION INFORMATION FORM

Name of Company or Business _____

Name of Immediate Supervisor _____

Job Title _____

Name of Person Providing Information _____

Salary Range _____

Work Experience Required _____

Duties (General) _____

Day, Time, and Place of Interview _____

_____

Name of Interviewer _____

Other Information _____

_____

_____

PREPARATION FOR THE INTERVIEW

The period of time between entering the interviewer's office and leaving it is crucial in the process of obtaining a job. You create a definite impression during the interview which can win or lose the job for you. You must sell yourself better than the student who took the interview before you and better than the one who follows you. The interview is a two-way street, a mutual exchange of information.

1. Be on time. Arrive at least five or ten minutes before the appointment

2. Come to interview alone. Bringing friends or relatives does not enhance your chances.

3. Know the organization's background, products, location. Know why you are interested. Be prepared to ask a few questions about policy, training programs, and fringe benefits.

4. Be certain you have the interviewer's full name and know how to pronounce it.

5. Never say, "I need a job" or "I'll do anything." Take inventory of yourself and know what you have to offer. Be able to tell your story in two minutes. Place emphasis on how you can serve the organization.

6. Be prepared to answer fully the interviewer's questions about your training, experience, goals, philosophy. You may have to field some tough ones, e.g. "What makes you think you can handle this?"

7. Bring a pen and note paper. Use them only when the interviewer asks you to make a note of some specific detail such as an address, name, number, or to complete a form.

8. Be appropriately dressed. Unorthodox or untidy appearance can hinder your chances for employment. Keep in mind the nature of the organization and their expectations for their employees. If you are forced to rush to an interview from a job or lab and are therefore not properly dressed, a polite excuse will be acceptable.

WAITING ROOM ETIQUETTE

Arrive approximately 5-10 minutes before scheduled interview. (Less time may put you in state of panic; more time may contribute to mounting anxiety.) Some employers you go to see will ask you to wait. They may do this simply because they are busy or possibly to test your composure. Use this waiting time constructively by preparing for the interview.

If there is literature about the company on display in the waiting room, it would be a good idea for you to read through some of it for two reasons. First, such reading will give you some background for intelligently discussing the company and the job; and second, you will appear interested and enthusiastic about working for the company.

Never have friends accompany you to an interview.

PREPARING FOR THE INTERVIEW--QUESTIONS

The following questions are asked applicants and will give you additional preparation for employment interviews. Study them and answer them thoughtfully.

1. Are you living at home? If so, how many are in your family?
2. What is your father's occupation. Also your brothers' and sisters'?
3. Do you contribute toward keeping the home?
4. If you live away from home, do you send money home?
5. Why are you applying for this job?
6. What are your long-range plans for your life's work?
7. What are your interests outside the office?
8. How much time do you give to reading and what do you like to read?
9. Where do you go for amusement and recreation?
10. What subjects did you particularly enjoy in school?
11. Have you traveled to any extent, and where? If not, would you like to?
12. How was your school attendance record?
13. Did you ever have any problems in school? Socially? Academically?
14. Do you like people?
15. Do you think people like you?
16. Do you learn quickly?
17. Have you a good memory?
18. Are you able to take instructions and follow them accurately?
19. How do you take constructive criticism?
20. When you have completed one piece of work, will you hunt for more work to do?
21. Do you think for yourself or follow the majority?
22. If your work brings you in contact with people whom you consider inferior, either socially, or mentally, what will your attitude be?
23. Do you want to be outstanding in your work or just get by?
24. What salary do you expect?
25. What salary do you think you are worth?
26. Can you admit your mistakes with good grace?
27. Have you a sense of humor?
28. How much of your salary do you intend to save?
29. What salary did you make on your last job? Are you willing to take less? Why are you asking for more?
30. Will your former employer give you a good reference?

Note: Refer to "What Can and Cannot Be Asked During a Job Interview" for additional information.

DURING THE INTERVIEW

1. When you are meeting the interviewer for the first time, follow his/her lead. If s/he offers to shake hands, use a firm handshake.

2. Look directly at the interviewer and wait for him/her to begin. In an off-campus interview if you have had no prior contact by mail, present your resumé quickly, asking if s/he would like to read it.

3. Listen attentively to everything s/he tells you about the firm and its work.

4. Do not smoke. Do not chew gum.

5. Interviewers use varied approaches and one cannot predict what will occur on a given occasion. Some prefer to lead and structure, others leave the conversation up to the registrant to see how s/he will react. You are there to project a truthful image of yourself and to see that s/he gets to know you and how you can fit into the firm that s/he represents.

6. Speak distinctly and in a conversational tone.

7. Let the interviewer see that you are interested in the firm but do not be over zealous or on the other hand indifferent.

8. It is advisable to have a few well thought out questions to ask about the company, not a lot of poorly thought out ones.

9. Don't overstress salary. Let the employer bring up this subject. Try tactfully to let him/her mention a figure. If you are pinned down, mention a realistic range.

10. Interviews may vary in length from 15 to 30 minutes. Do not overstay your welcome. Watch for signs that it is concluding.

11. Be sure that it is clear in your mind as well as in the interviewer's mind what the next step will be, whether you are to keep in touch with him/her or whether s/he will contact you.

12. Thank the interviewer for the opportunity to speak with him/her.

13. Generally it is not necessary to write a "thank you" letter for the interview. However, if correspondence is received in addition to the initial interview, it is well to respond immediately with the appropriate answer.

NEGATIVE FACTORS EVALUATED DURING THE EMPLOYMENT INTERVIEW
WHICH FREQUENTLY LEAD TO REJECTION OF THE APPLICANT

1. Poor personal appearance.
2. Overbearing, over aggressive, conceited, know-it-all.
3. Inability to express oneself clearly--poor voice, diction, grammar.
4. Lack of planning for career. No purpose and goals.
5. Lack of interest and enthusiasm. Passive. Indifferent.
6. Lack of confidence and poise. Nervousness. Ill at ease.
7. Failure to participate in activities.
8. Overemphasis on money. Interest only in best paying offer.
9. Unwilling to start at the bottom. Expects too much too soon.
10. Makes excuses. Evasiveness. Hedges at unfavorable factors in record.
11. Lack of tact.
12. Lack of maturity.
13. Lack of courtesy. Ill mannered.
14. Condemnation of past employers.
15. Lack of social understanding.
16. Lack of vitality.
17. Fails to look interviewer in the eye.
18. Limp. Fishy hand shake.
19. Indecision.
20. Loafs during vacation.
21. Unhappy married life.
22. Friction with parents.
23. Sloppy application form.
24. Merely shopping around.
25. Wants a job for short time only.
26. Little sense of humor.
27. Lack of knowledge of field of specialization.
28. Parents make the decision for him.
29. No interest in company or in industry.
30. Empnasis on whom he knows.
31. Unwillingness to go where we send him.
32. Cynical.
33. Low moral standard.
34. Lazy.
35. Intolerant. Strong prejudices.
36. Narrow interests.
37. Spends much time at the movies.
38. Poor handling of personal finances.
39. No interest in community activities.
40. Inability to take criticism.
41. Lack of appreciation of the value of experience.
42. Radical ideas.
43. Late to interview without good reason.
44. Never heard of company.
45. Failure to express appreciation for interviewer's time.
46. Asks no questions about job.
47. High pressure type.
48. Indefinite response to questions.

NEGATIVE FACTORS WHICH MOST OFTEN LEAD
TO REJECTION AS LISTED BY 186 COMPANIES*
(FACTORS LISTED BY 10 OR MORE COMPANIES)

(Number of companies listing factor
in parentheses)

1. Poor scholastic record. Low grades without reasonable explanation. Low level of accomplishment (99).

2. Inadequate personality. Poor attitude. Lack of poise. Lack of self-confidence. Timid, hesitant approach. Too introverted (89).

3. Lack of goals/objectives. Poorly motivated. Does not know his/her interests. Indecision. Poor planning (80).

4. Lack of enthusiasm. Lack of drive. Not sufficiently aggressive. Little of evidence of initiative (50).

5. Lack of interest in our type of business. Lack of interest in our company. Not interested in the type of job we have to offer (48).

6. Inability to express self. Poor speech. Inability to sell self (45).

7. Unrealistic salary demands. More interested in salary than in opportunity. Unrealistic expectations. Over emphasis on management positions. Unwilling to start at the bottom (39).

8. Poor personal appearance. Lack of neatness. Careless dress (35).

9. Lack of maturity. No evidence of leadership potential (35).

10. Lack of extracurricular activities. Inadequate reasons for not participating in activities. No accomplishment in activities. (22)

11. Failure to get information about our company. Lack of preparation for the interview. Did not read the literature (22).

12. Objects to travel. Geographical preference. Unwilling to relocate.

13. Excessive interest in security and benefits. "What can you do for me?" (15)

14. Inadequate preparation for type of work. Inappropriate background (10).

*Source: The Endicott Report, 1975, copyright, Northwestern University

FIFTY QUESTIONS ASKED BY EMPLOYERS
DURING THE INTERVIEW WITH COLLEGE SENIORS*

1. What are your long-range and short-range goals and objectives, when and why did you establish these goals and how are you preparing yourself to achieve them?
2. What specific goals, other than those related to your occupation, have you established for yourself for the next 10 years?
3. What do you see yourself doing five years from now?
4. What do you really want to do in life?
5. What are your long-range career objectives?
6. How do you plan to achieve your career goals?
7. What are the most important rewards you expect in your business career?
8. What do you expect to be earning in five years?
9. Why did you choose the career for which you are preparing?
10. Which is more important to you, the money or the type of job?
11. What do you consider to be your greatest strengths and weaknesses?
12. How would you describe yourself?
13. How do you think a friend or professor who knows you well would describe you?
14. What motivates you to put forth your greatest effort?
15. How has your college experience prepared you for a business career?
16. Why should I hire you?
17. What qualifications do you have that make you think that you will be successful in business?
18. How do you determine or evaluate success?
19. What do you think it takes to be successful in a company like ours?
20. In what ways do you think you can make a contribution to our company?
21. What qualities should a successful manager possess?
22. Describe the relationship that should exist between supervisor and those reporting to him or her.
23. What two or three accomplishments have given you the most satisfaction? Why?
24. Describe your most rewarding college experience.
25. If you were hiring a graduate for this position, what qualities would you look for?
26. Why did you select your college or university?
27. What led you to choose your field of major study?
28. What college subjects did you like best? Why?
29. What college subjects did you like least? Why?
30. If you could do so, how would you plan your academic study differently? Why?
31. What changes would you make in your college or university? Why?

32. Do you have plans for continued study? An advanced degree?
33. Do you think that your grades are a good indication of your academic achievement?
34. What have you learned from participation in extra curricular activiites?
35. In what kind of a work environment are you most comfortable?
36. How do you work under pressure?
37. In ~~what part~~-time or summer jobs have you been most interested? Why?
38. How would you describe the ideal job for you following graduation?
39. Why did you decide to seek a position with this company?
40. What do you know about our company?
41. What two or three things are most important to you in your job?
42. Are you seeking employment in a company of a certain size? Why?
43. What criteria are you using to evaluate the company for which you hope to work?
44. Do you have a geographical preference? Why?
45. Will you relocate? Does relocation bother you?
46. Are you willing to travel?
47. Are you willing to spend at least six months as a trainee?
48. Why do you think you might like to live in the community in which our company is located?
49. What major problem have you encountered and how did you deal with it?
50. What have you learned from your mistakes?

*Source: The Endicott Report, 1975, copyright, Northwesten University

WHAT CAN AND CANNOT BE ASKED DURING A JOB INTERVIEW

This chart provides general guidelines, both for job applicants and employers, as to what can or cannot be asked during a job interview in regard to anti-discrimination laws pertaining to race, religion, color, national origin, sex, age, handicapped or marital status. This applies to recruitment, hiring, transfers, promotions and other applicable conditions of employment.

The general rule is that all questions asked must be related to the performance of the specific job duties.

What Can Be Asked	Subject	What Cannot Be Asked
	Race or Color	Race, complexion or color. Ethnic affiliation(s).
	Birthplace	Birthplace of applicant. Birthplace of applicant's parents, spouse, or other close relatives.
Will your observed sabbath and religious holidays create a conflict relative to the established normal work week? * If person is rejected because of conflict with religious observances, then verification of undue hardship and unreasonable accommodation is necessary.	Religion	Inquiry into an applicant's religious demonination, religious affiliations, church, parish, pastor, or religious holidays observed. An applicant may not be told "This is a (Catholic, Protestant, or Jewish) organization."
	National Origin	Inquiry into applicant's lineage, ancestry, national origin, descent, parentage, or nationality. Nationality of applicant's parents or spouse. What is applicant's mother tongue?
	Sex	A preemployment inquiry as to sex on an application form shall be unlawful.
	Marital Status	Are you married? Where does your spouse work? What are the ages of your children, if any?

Source: State of Maryland
Department of Human Resources
Employment Security Administration

What Can Be Asked	Subject	What Cannot Be Asked
Are you between 18 and 65 years of age? If not, state your age.	Age	How old are you? What is your date of birth?
Do you have any impairments, physical or mental which would interfere with your ability to perform the job for which you have applied? If there are any positions or types of positions for which you should not be considered or job duties you cannot perform because of a physical handicap, please explain.	Handicaps	Do you have a disability? Have you ever been treated for any of the following diseases? (list diseases) Has any member of your family ever had any of the following diseases? (list diseases.)
Have you ever worked for this company under a different name? Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work record? If yes, explain.	Name	Original name of an applicant whose name has been changed by court order or otherwise. Maiden name of a married woman. If you have ever worked under another name, state name and dates.
Applicant's place of residence. How long a resident of this state or city?	Address	
	Photograph	Requirement that an applicant affix a photograph to the employment form at any time before hiring, or at his option.
Are you a citizen of the United States? If not a citizen of the United States, does applicant intend to become a citizen of the United States? If you are not a United States citizen, have you the legal right to remain permanently in the United States. Requirement that applicants state whether they have ever been interned or arrested as an enemy alien.	Citizenship	Of what country are you a citizen? Whether an applicant is a naturalized or a native-born citizen: the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native-born citizens of the United States. The date when such parents or spouse acquired citizenship.

What Can Be Asked	Subject	What Cannot Be Asked
Inquiry into languages applicant speaks and writes fluently. What foreign language to you read fluently? Write fluently? Speak fluently?	Language	Inquiry into how applicant acquired ability to read, write, or speak a foreign language.
Inquiry into academic vocational or professional education of an applicant and the public and private schools he has attended.	Education	
Have you ever been convicted of any crime? If so, when, where and disposition of offense?	Arrests & Convictions	Have you ever been arrested? (An employer's use of an individual's arrest record to deny employment would in the absence of business necessity, constitute a violation of the human rights law.)
Names of applicant's relatives already employed by this company	Relatives	Names, addresses, ages, number, or other information concerning applicant's children or other relatives not employed by the company.
Name and address of person to be notified in case of an accident or emergency.	Emergency Notification	
Inquiry into work experience. Inquiry into countries applicant has visited.	Experience	
Have you ever been a member of the armed services of the United States or in a state militia? If so, did your military experience have any relationship to the position for which you have applied?	Military Experience	Inquiry into an applicant's general military experience.

What Can Be Asked	Subject	What Cannot Be Asked
Are you a member of any club organizations, etc. (exclude organizations, the name or character of which indicate the race creed, color, or national origin of its members)?	Organizations	List all clubs, societies, and lodges to which you belong.
Who are persons that could be contacted as references for you?	References	

These guidelines comply with federal laws and those of Maryland. However, there may be circumstances where some of the questions do not apply. For situations where you may not be sure, refer to the laws, or contact the:

Equal Employment Opportunity Commission
711 W. 40th Street
962-3932

or

Maryland Commission on Human Relations
Metro Plaza at Mondawmin
383-3680

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YOUR TURN

How will you do on your first interview? Here's a chance for you to find out.

You can be interviewed for any job. Have one of the specific jobs listed below in mind before you begin the exercise. Then write in your answers to the questions the interviewer asks. Use the back if you need to.

a. grooming and general appearance _____

b. ability to get ideas across _____

c. knowledge of the job (Did you know the salary range? _____
Were you able to answer questions about the work? _____
Did you know the special skills needed for the job?) _____

d. self-knowledge (Did you have a good idea of why you want the job? _____ Do you have the right educational background and skills for the work?) _____

Job I'm applying for: _____

Jobs available:

1. carpenter's helper
2. restaurant employee
3. nursing home help
4. delivery person
5. teenager to do house and yard work
6. sales clerk

Questions you might be asked when looking for a job:

1. What kind of work are you interested in?
2. Have you ever worked before? Do you have any experience at this sort of work?
3. Why are you interested in working for this company?
4. What makes you think you could do a good job?
5. What skills do you have that would be useful?
6. Tell me something about yourself. How did you do in school? What do you do in your spare time?
7. Have you ever been in trouble? Ever had a serious illness or injury?
8. Are you planning to continue your schooling?
9. In your opinion, what would be a good starting salary?

10. What do you hope tc be doing at age 35?

11. O.K. Let me think things over. Why don't you call me in, say, two weeks. Maybe we can find a spot for you. It was good talking to you. Bye now.

JOB INTERVIEW RATING SHEET

_____ _____

(Applicant) (Interviewer)

1. Appearance: Appropriate attire, well groomed, stance/posture GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

2. Attitude: Positive, polite, poised, enthusiastic GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

3. Frankness and honesty in answering questions and giving information; good choice of words (no slang). GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

4. Qualifications for job: GOOD FAIR NEEDS IMPROVEMENT

   Resumé (appropriate for job) _____

   Prior experience (paid and unpaid) _____

   Education _____

   Future plans _____

   Skills and Assets described _____

5. Active listening--having eye contact, giving short concise answers, asking appropriate questions regarding job. GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

6. Knowledge of company GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

7. Applicant's best "selling point" _____

8. "Call back" technique: GOOD FAIR NEEDS IMPROVEMENT

9. Answers to "problem questions" GOOD FAIR NEEDS IMPROVEMENT

   Should applicant be hired? YES NO

   Comments: _____

Restaurant Bus Boy or Girl

Job Description

Carries dirty dishes, silver, and glasses from dining room to kitchen. Replaces dirty table linens and sets tables. Serves water, bread, and butter to customers. Keeps a supply of linens, dishes, silver, and glasses in dining room. Supplies service areas with food. Keeps service areas and equipment clean. May run errands and deliver food orders. Requires good health and physical stamina for continued standing, walking, lifting, and bending. Must present a clean, well-groomed appearance and practice good hygiene. Good manners and tact are important. Work usually involves split shifts and night and weekend work. Training is given on the job.

Interview Situation

You are the Manager of The Norfolk House, a restaurant specializing in seafood. You had to fire one of your bus boys because he was stealing the waitresses tips. Now you are interviewing people who have answered your ad in the Sunday paper. The scene is your office next to the dining room. Bus boys and girls make $2.25 an hour plus 10% of the tips. They get their lunches and dinners free.

Opening Remarks

This is the last one this afternoon, Gloria. . . . Sit over here, next to my desk.

Interview Questions

- What do you think of a guy who steals money from the people he works with?
- Have you ever worked in a restaurant before?
- What makes you think you'd like to work here?
- Where do you live?
- What kind of jobs have you had?
- How do you get along with people?
- Do you have a Social Security card?
- You'd only get one day a week off here, Mondays. How does that strike you?
- How would you treat a customer who was giving you a hard time—a drunk?
- Suppose I asked you to get your hair cut shorter?
- Can you supply references if I ask for them?
- Do you know any reason why you couldn't get a health certificate?

Closing Remarks

That seems to be about it. Write your name, address, and phone number on this pad.

Consumer and Homemaking Cluster
D.O.T. 311.878

Job Ticket 10: Restaurant Bus Boy or Girl

A restaurant bus boy or girl carries dirty dishes, silver, and glasses from dining room to kitchen. Replaces dirty table linens and sets tables. Serves water, bread, and butter to customers. Keeps a supply of linens, dishes, silver, and glasses in dining room. Supplies service areas with food. Keeps service areas and equipment clean. May run errands and deliver food orders. Requires good health and physical stamina for continued standing, walking, lifting, and bending. Must present a clean, well-groomed appearance and practice good hygiene. Good manners and tact are important. Work usually involves split shifts and night and weekend work. Training is given on the job.

The Interview: You have found an ad for a bus boy or girl in the help-wanted section of the Sunday paper. It pays $2.25 an hour plus tips. The ad says to see Gloria at The Norfolk House between 3 PM and 5 PM Monday afternoon. Gloria is the Hostess. She takes you to the Manager's office.

Automobile Assembler

Job Description

Performs repetitious tasks at a work station on an assembly line producing automobiles, trucks, motor homes, or their components. (Example: One worker starts nuts on bolts. Another worker tightens those nuts on bolts.) Fits and fastens parts to vehicles, such as brackets and hardware, or components, such as engines and transmissions. Adjusts brakes, inflates tires, lubricates chassis, pours in oil, etc. Requires physical stamina, coordination, and manual dexterity. Training is given on the job.

Interview Situation

You are the Assistant Personnel Manager of Live Free Motor Homes, Inc. You are hiring two people to work on the assembly line. As usual, you have posted a notice about the openings on the employees' bulletin board. The job pays $4.28 an hour, plus many fringe benefits. There is a 40 hour week, but overtime is often scheduled. You are interviewing in the Personnel Office.

Opening Remarks

Mr. Curtis has been called away to a meeting. I'll be conducting the interview. But first, fill out this application form.

Interview Questions

- Which position are you applying for?
- How did you hear about this opening?
- Is the address on your application form you permanent address.
- How long have you lived in this area?
- Tell me about yourself.
- What were your best subjects in high school?
- Your work experience is a little thin. Tell me what you did and how you got along with your co-workers.
- Do you know anything about auto mechanics?
- Can you work under pressure?
- Have you ever been convicted of a crime of any kind?
- What kind of attendance record do you have for the last two years?
- Is there anything on your application form that you wish to explain?

Closing Remarks

I'll give your application form to Mr. Curtis. You will be hearing from him.

Job Ticket 19: Automobile Assembler

Automobile assemblers perform repetitious tasks at work stations on an assembly line producing automobiles, trucks, motor homes, or their components. (Example: One worker starts nuts on bolts. Another worker tightens those nuts on bolts.) Fit and fasten parts to vehicles, such as brackets and hardware, or components, such as engines and transmissions. Adjust brakes, inflate tires, lubricate chassis, pour in oil, etc. Requires physical stamina, coordination, and manual dexterity. Training is given on the job.

The Interview: One of your neighbors, Stan Smith, works at the Live Free Motor Homes factory. You've asked him to let you know if he ever learns of a job opening at the factory. One night he calls you and tells you that the company is hiring assembly line workers. He saw it posted on the employees' bulletin board. You called the Personnel Manager the next morning and set up an interview appointment for the next day. The job pays $4.28 an hour. You are to see Mr. Curtis in the Personnel Office at 10 AM.

Short Order Cook

Job Description

Cooks to order foods that require only a short time to prepare. May make sandwiches and salads and prepare beverages. May carve meats and fill orders from a steam table. Serves food to customers at counter, or takes orders from and delivers food to counter worker, waiter, or waitress. May clean work area. Must be in good health and practice good hygiene. Should be neat and well-groomed. Physical stamina required for standing long periods at a time. Training is often given on the job. But some knowledge of food preparation is usually required.

Interview Situation

You operate the snack bar in the Broadway Bowl. You can handle the business yourself during the daytime when there are not many people bowling. But you find that you need help at night. You have placed a help-wanted sign on the mirror behind the counter. You are hoping to hire a short order cook who will work from 5 PM to 1 AM for $3.00 an hour. The bowling alley is closed on Tuesdays.

Opening Remarks

Yeah! That's right. I'm looking for a short order cook. Come over here to the end of the counter where we can talk.

Interview Questions

- Are you a short order cook?
- What kind of work have you done?
- Where did you learn how to cook?
- You live around here?
- Tell me how you make a cheese omelet.
- Are you a fast worker—good under pressure?
- Do you have any physical condition that may limit your ability to do this kind of work?
- Have you been to a doctor recently?
- We're open till one in the morning. Would that be a problem for you?
- Have you ever been convicted of any crime?
- Would you call yourself a reliable person?
- What sort of salary would you expect to get?

Closing Remarks

Let me sleep on it. Come back and see me tomorrow afternoon.

Job Ticket 11: Short Order Cook

A short order cook is someone who cooks to order foods that require only a short time to prepare. May make sandwiches and salads and prepare beverages. May carve meats and fill orders from a steam table. Serves food to customers at counter, or takes orders from and delivers food to counter worker, waiter, or waitress. May clean work area. Must be in good health and practice good hygiene. Should be neat and well-groomed. Physical stamina required for standing long periods at a time. Training is often given on the job. But some knowledge of food preparation is usually required.

The Interview: You have been bowling with your friends at the Broadway Bowl. During a break between games, you go into the snack bar to get something to eat. You notice when you place your order that there is a sign saying "Help Wanted" on the mirror behind the counter. You think about this for a few minutes. And when your food order is brought to you, you ask about the sign.

Hospital Attendant

Job Description

Answers patients' bell calls. Delivers messages. Carries food and drinks to patients. Feeds patients when necessary. Replaces patients' room supplies and keeps sanitary equipment clean. Makes beds. Washes and dresses patients. Gives back rubs. Takes temperatures. Aids patients in getting in and out of bed and walking. Moves patients in wheelchairs. Delivers and sets up equipment. May clean rooms and do simple nursing work. Must have a strong interest in helping people. Should have such qualities as tact, patience, understanding, emotional stability, and dependability. High school graduates preferred. Training is received on the job or through special post-secondary courses.

Interview Situation

You are the Personnel Manager of General Hospital. The hospital has its own training program for nurse's aides and orderlies. The training program is six months long. During training, the salary is $2.25 an hour. Trained attendants earn $3.00 an hour to start. Benefits include free medical care and use of the hospital cafeteria. The interviews are conducted in the Personnel Office.

Opening Remarks

May I have your application form please? Thank you, _____.

Interview Questions

- How much did your Guidance Counselor tell you about our program?
- Have you taken a course in first aid?
- How did you like your high school science courses?
- How were your math grades?
- Why do you want to be a hospital attendant?
- Have you ever taken care of a sick person?
- What do you think are the most important qualifications for nursing work?
- Does the thought of seeing blood and human waste bother you?
- How did you get along with people on your other jobs?
- Does the idea of working nights and weekends upset you?
- Are you willing to take a physical examination?
- Do any of your relatives work in this hospital?

Closing Remarks

Thank you for coming in, _____. If we decide to consider your application further, we will call you in for testing.

Health Cluster
D.O.T. 355.878

Job Ticket 15: Hospital Attendant

Hospital attendants—women are called nurse's aides, men are called orderlies—perform a variety of tasks. Answer patients' bell calls. Deliver messages. Carry food and drinks to patients. Feed patients when necessary. Replace patients' room supplies and keep sanitary equipment clean. Make beds. Wash and dress patients. Give back rubs. Take temperatures. Aid patients in getting in and out of bed and walking. Move patients in wheelchairs. Deliver and set up equipment. May clean rooms and do simple nursing work. Must have a strong interest in helping people. Should have such qualities as tact, patience, understanding, emotional stability, and dependability. High school graduates preferred. Trained on the job or in special post-secondary courses.

The Interview: You have a strong desire to do nursing work. Your school Guidance Counselor told you about the hospital attandant program at General Hospital. She has gotten you an application form and arranged an interview with the Personnel Manager. You have just entered the Personnel Office.

Supermarket Clerk

Job Description

Marks prices on grocery items, stocks shelves, and bags groceries. Returns shopping carts to cart stations, keeps floors clean, takes bottles to storeroom, and unloads delivery trucks. May also load customers' cars, make home deliveries, and clean store after closing. May prepare, bag, weigh, and mark prices on fresh fruits and vegetables. High school graduates preferred. Must be able to stand all day and to lift heavy boxes. Should be neat, well-groomed, polite, dependable, and cooperative. May work nights and weekends. Training is given on the job.

Interview Situation

You work in the Personnel Department of Holiday Stores, Inc., a supermarket chain. You are interviewing people applying for jobs as supermarket clerks. Some have written letters to ask about a job. Others have called on the telephone or come in person to apply. All have filled out job application forms. Clerks start at $2.95 an hour, and they work a 40-hour week. The interviews take place in a small room used for interviewing.

Opening Remarks

How do you do, _____. I'm _____. Please be seated.

Interview Questions

- Are you applying for a specific store or would you be willing to work in any of our stores?
- Is there any reason why you couldn't work nights or weekends?
- Do you plan to continue your education?
- What kind of grades did you get in math in high school?
- Do you know your high school grade point average?
- Why do you want to work as a supermarket clerk?
- Is there anything you'd like to explain further about your health record?
- Have you ever been convicted of a crime of any kind?
- Do any of your relatives work for Holiday Stores?
- Do you have any hobbies or special interests?
- May we contact your references by telephone?
- If we hired you, when would you be available to begin working?

Closing Remarks

That will be all for now, _____. We will let you know in a week or so. Good-by.

Job Ticket 22: Supermarket Clerk

A supermarket clerk marks prices on grocery items, stocks shelves, and bags groceries. Returns shopping carts to cart stations, keeps floors clean, takes bottles to storeroom, and unloads delivery trucks. May also load customers' cars, make home deliveries, and clean store after closing. May prepare, bag, weigh, and mark prices on fresh fruits and vegetables. High school graduates preferred. Must be able to stand all day and to lift heavy boxes. Should be neat, well-groomed, polite, dependable, and cooperative. May work nights and weekends. Training is given on the job.

The Interview: You'd like to get a job as a supermarket clerk—someplace in your own neighborhood, if possible. You wrote letters to the Personnel Departments of six different supermarket chains asking for a job. Your first reply, from Holiday Stores, Inc., included an application form to complete and return. Later, they called you in for an interview. Holiday Stores pays beginning clerks $2.95 an hour. You are now in the Personnel Department waiting for the interviewer.

JOB INTERVIEW RATING SHEET

_____ _____

(Applicant) (Interviewer)

1. Appearance: Appropriate attire, well groomed, stance/posture GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

2. Attitude: Positive, polite, poised, enthusiastic GOOD FAIR NEEDS IMPROVEMENT

   Comments. _____

3. Frankness and honesty in answering questions and giving information; good choice of words (no slang). GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

4. Qualifications for job: GOOD FAIR NEEDS IMPROVEMENT

   Resumé (appropriate for job) _____

   Prior experience (paid and unpaid) _____

   Education _____

   Future plans _____

   Skills and Assets described _____

5. Active listening—having eye contact, giving short concise answers, asking appropriate questions regarding job. GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

6. Knowledge of company GOOD FAIR NEEDS IMPROVEMENT

   Comments: _____

7. Applicant's best "selling point" _____

8. "Call back" technique: GOOD FAIR NEEDS IMPROVEMENT

9. Answers to "problem questions" GOOD FAIR NEEDS IMPROVEMENT

   Should applicant be hired? YES NO

   Comments: _____

AN INTERVIEW

This piece by Karn Rak appeared in the Cincinnati Enquirer to let youthful job seekers see themselves as they are seen.

DEAR KID:

Today you came to me for a job. From the look on your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids your age can't find jobs.

But I hired a teenager today. You saw him. What was so special about him? Not experience; neither of you had any. Attitude, son. A-T-T-I-T-U-D-E. He did his best to impress me. That is where he edged you out.

He wasn't dressed like Easter Sunday, but then that wasn't necessary. His clothes were clean, and he had gotten a haircut. He filled out the application form neatly and completely. He did not ask to borrow a pen. He carried his Social Security card, had basic identification, and did not ask, 'What's a reference?'

He didn't have two friends waiting for him by the pop machine. He didn't start to chew gum or smoke while interviewing. He didn't keep looking at his watch, giving me the impression that he had something more important to do.

He took the time to find out how we 'operate' here, and what his day-to-day tasks would be. I think he'll keep his eyes open and work for me like he'd work for himself.

He was willing to start at that point where I could afford to pay. Someday, perhaps, he'll get to the point where he'll have more authority over others and a better paycheck.

You know kid, men have always had to get a job like you get a girl: Case the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but there are jobs. You may not believe it, but all around you employers are looking for young men and women smart enough to go after a job in the old fashioned way.

If you have ever the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You will be head and shoulders above the rest.

TOPIC #6 - SOURCES OF CAREER INFORMATION

Instructional Objective:

The student will use and evaluate the resources available for career planning.

Competency:

Identifying resources for career information.

Student Activities: (Note: Student activities need to be correlated with the curricular objectives for the academic levels of the students)

1. Either as a whole group or in small groups, have all students list as many sources of career information as possible. As a whole group, comprise a master list of these resources. Students will probably think of many of the following. Those they overlook should be pointed out to them as a follow-up to the lesson. (Non-graded activity, 1/2 hour)

   a. Yellow pages
   b. Classified ads
   c. Friends and relatives
   d. Placement services
      .Private
      .State
      .Civil Service (Federal Government)
      .Computer Matching Systems
      .Guidance Counselors
   e. Public and school libraries
   f. Trade magazines
   g. Career books
   h. Unions
   i. Professional organizations
   j. Clubs
   k. Career center materials (listed on attached hand-out)
   l. Career guest speakers (hand-out for event attached)
   m. Career consultants (hand-out for purpose attached)
   n. Job Shadowing (Hand-out: Job Shadowing Summary)

2. The Occupational Outlook Handbook (OOH) objective is described in full on the three pages following Topic #6. (Three or four class periods)

3. Visit a career resource center. Have all students list resources* other than OOH pertaining to their individual career choices in a bibliography. The teacher may want to provide students, particularly lower ability students, with the attached hand out of career center resources. (Grade bibliographies: 10-20% per resource cited; one class hour.

4. Have students write a multiparagraph paper (perhaps in news article form) on how to use school and community resources to obtain career information. Instruct them to specify whether the sources of information included or did not include the following? (complete as homework)

	Included	Not included
A description of the nature of the occupation		
A description of the work setting		
Entry requirements (educational requirements, etc.)		
Possibilities for advancement		
Employment outlook		
Related occupations to which one might transfer		
Personal qualifications		
Training information		
Sources of job training		
Sources of financial aid		
Up-to-date information		

5. Have students submit a topic outline on the career of their choice by utilizing the information they gleaned from the resources they listed in the bibliographies they compiled earlier. Instruct them to include all of the following: (Allow one day's class time for explaining topic outline and assisting class members individually. Grade based on inclusion of all information and quality of coverage.)

*Five resources recommended for lower ability students; ten sources recommended for enriched and advanced curriculum students.

Definition of the occupation they want to explore
Nature of the work
Requirement of job, including special requirements
Method of entry
Opportunities to explore the field, if possible
Method of advancement
Employment outlook
Earnings
Working conditions
Similar occupations or allied jobs
Where to get additional information

6. Have students select one of the following research projects for an oral report: (Write reports out of class; in-class reports will take approximately 2 class hours)

Allied jobs or career clusters
Employment options for women
Sex equity
Options for professional training (four year colleges, apprenticeships, cooperative education programs, the armed services, etc.)
Educational opportunities available in a selected career area
Migrant workers
Unemployment
Opportunities for veterans
Unions
Minorities and jobs
Job satisfaction
Overqualification
Blue collar and white collar workers
Handicapped workers
Self-devised topic (approved by instructor)

Estimated time of miniunit: approximately seven class periods.

Grading Suggestions: In most cases, proper completion of the requested assignment is all that is required of the students. Grades could be based on quality rather than mere quantity, but the aim of the assignments is simply awareness of existing career information.

OCCUPATIONAL OUTLOOK HANDBOOK

Introduction

Choosing a career is one of life's most important decisions. A careful choice can bring pride of achievement, an opportunity for personal growth, and the security of an adequate income.

The Occupational Outlook Handbook (OOH) is a major source of job/career information. It describes what workers do on the job: the training and education they need, earnings, working conditions, and expected job prospects for hundreds of occupations. It also suggests sources available for further information about careers which might interest you.

The following activities are designed to familiarize you with the OOH so that you may use it in the career decision-making process. It is available in your school guidance office, school library, and most public libraries. It is updated every two years.

OCCUPATIONAL OUTLOOK HANDBOOK

Instructional Objective:

The students will be exposed to the OOH as a valuable source of career information.

Competency:

Display the ability to seek and find career information in the OOH.

Teacher Activities:

1. Review "How To Use The Handbook" on page 3 of the OOH.
2. Emphasize the 13 occupational clusters and instruct students to look over the jobs listed under each category in the "Table of Contents."

Student Activities:

1. Students choose the one occupational cluster which interests them most.
2. Students write a one page expository essay developed through the use of reasons about why they would like a career in this area.
3. Students form groups according to occupational clusters chosen.
4. Student groups discuss reasons they chose this cluster.
5. Each member of the group will choose two jobs within the cluster and fill out an OOH Job Survey form for them.
6. Students will share information about one of the jobs with the rest of the class in an informal presentation.
7. Students will write a letter requesting further information about a job of their choice listed under "Sources of Additional Information" at the end of each job description.
8. Students will mail their letters and share information received with the class on a follow-up date determined by the teacher.

Additional Suggestion

Students' essays, job survey forms, and any additional information they receive are to be placed in their career file in the Career Resource Center for future reference. Teachers might keep a copy of OOH available to students and give extra credit points for those who complete an OOH job survey when they have extra time during class.

OOH JOB SURVEY

Name _____

1. Which of the 13 occupational clusters did you choose ? _____

   _____

2. One job within that category in which I am interested is _____

   _____

3. State three things you learned about the nature of the work.

   a. _____

   b. _____

   c. _____

4. Name one thing you like about the working conditions and one thing you dislike.

   like: _____

   dislike: _____

5. Where does a person with this job work?

   _____

6. What type of training or qualifications are necessary for this job?

   _____

7. What is the outlook for possible employment in the future in this job?

   _____

8. What are the earnings of a person with this job? _____

9. If you could not find this job, in what related occupations might you look? Name two which might be of interest to you.

   a. _____

   b. _____

10. Name one place you might write for additional information.

    _____

11. Is there anything you learned about this job which surprised you?

    _____

Name _____

Date _____

NOTETAKING OUTLINE FORM FOR CAREER GUEST SPEAKERS

Speaker's Name_____ Occupation_____

1. What special interests or skills do you need for your job?

_____

_____

2. What other occupations can you do with your knowledge and training?

_____

_____

3. What ways can I get this job--training, college, or experience?

_____

a) How many years of education are needed? _____

b) What kinds of training courses are needed? _____

c) Is it necessary to continue education or training after getting the job? _____

What types of courses are required? _____

d) Are there any requirements for high grade average? _____

4. What is the range of salaries?

a) Beginning salary_____ b) Highest paid _____

5. Describe a typical day. _____

_____

_____

6. List the positive aspects about this occupation.

_____

_____

_____

Notetaking Outline for Career Speaker

7. List the negative aspects of this occupation.

_____

_____

8. Does the job require the worker to live in a certain area? _____

_____

9. What type of person do you have to be in order to like and be successful at your job?

_____

10. What are all the different jobs you have had which have led to the one you have now? _____

_____

11. Do you think that your mistakes have helped you to make better decisions?

_____

12. What types of things (interests) do you like to do, and how did they help you decide what job you wanted? _____

_____

13. What school subjects do you use in your work and how? _____

_____

14. How has your particular job changed over the past 10 or 20 years?

_____

What do you think it will be like in another 10 years?

_____

15. Why is this job important to you? _____

What satisfaction do you get? _____

Do you know of any common factors a person should possess to be successful in the world of work? _____

_____

NAME_____

OCCUPATIONAL CONSULTANT INTERVIEW FORM

Occupation_____ Consultant_____

1. What are four or five of your most typical duties at work?

_____

_____

_____

2. Do you do these things every day, or are your duties different on some days? If so, how are they different?

_____

_____

_____

3. How much responsibility do you have in deciding how to do your work?

_____

_____

4. What kinds of tools, equipment, machines, or materials do you use in your work?

_____

_____

5. What proportion of your time do you spend in working with

people? _____

tools, equipment, or machines? _____

ideas and concepts? _____

numbers of information? _____

6. What kind of education, training, and/or certification did you have to have to enter this occupation?

_____

_____

7. Did you have any jobs before this one that helped you to get this job? If so, in what ways did they help?

_____

_____

8. What kinds of jobs might you be able to move on to from this job?

_____

9. What are some of the things you like the most about your job, such as independence, travel, good salary, finge benefits, and so on?

_____

_____

10. What are some of the things you dislike about your job, such as hours, routine tasks, travel, seasonal nature of work, and so on?

_____

_____

11. How does your occupation affect your daily life?

_____

_____

12. Do you work all year round at an even pace, or are there some slack periods or times when you can't work at all?

_____

_____

13. What is the range of income that people can earn in your occupation?

_____

14. What is happening to the demand for people in your occupation right now? What might affect the demand for people?

_____

_____

_____

15. Interests _____

_____

_____

Aptitudes _____

_____

_____

Personality Traits _____

_____

_____

16. If I become seriously interested in this occupation, what would you suggest I do to get some real experience or to learn more about it?

_____

_____

_____

17. Do you have any advice you would like to give to students who are thinking about entering this occupation?

_____

_____

_____

In the space below, write other questions you may want to ask.

18. _____

_____

_____

19. _____

_____

_____

JOB SHADOWING SUMMARY

Student's Name_____

Date of Visit _____

Job Shadowed _____

Company Name and Address_____

_____

_____

(To be written out by the shadow)

1. What are the major duties of the job?

2. What tools/equipment are used on this job?

3. What are the educational requirements for this job?

4. How does what you are learning in mathematics relate to this job?

5. What are you learning in English to help you do this job?

6. What are you doing in science that will help you in this job?

7. How would you use what you have learned in social studies in this job?

8. What tasks did you see being performed?

Job Shadowing Summary (continued)

9. What did you like most about this job?

10. What did you like least about this job?

11. Are you still interested in this job since you have had a chance to observe first hand? Why or why not?

OUTLINE FOR THE STUDY OF AN OCCUPATION

1. Nature of the work:
   a. Does one work alone or with other people?
   b. Are the hours regular or irregular?
   c. Is the work indoors or outdoors? Sitting or standing?
   d. Are the surroundings noisy or quiet?
   e. Are there any physical hazards?

2. Duties of the job:
   a. List the responsibilities and duties of the job. Will you have much leadership? Will you be under the supervision of others?
   b. What are some jobs closely related to this particular job?
   c. Make a chart of the opportunities for advancement.

3. Earnings of the job:
   a. What is the average beginning pay rate?
   b. What is the average maximum pay?
   c. What is the method of pay: weekly, monthly, piece-work, salary, or commission?
   d. Compare the yearly income with other occupations which require similiar qualifications.
   e. What other benefits besides salary are available, such as sick leave, vacation, bonuses, pension plans?
   f. Does pay and promotion depend on merit, years of service, promotional policies?

4. Preparation required for this particular job:
   a. Is a certificate or license required? Is an examination required? Who consults them? When? How are selections made?
   b. Is the training secured in school or on the job? Any other way?
   c. What are the costs of the training after high school?
   d. What are the costs of the additional educational training after school?
   e. What are the courses that should be taken in high school in preparation for this job?
   f. Are there restrictions as to age, sex, race, or physical appearance?
   g. Is money involved or required in any way by the beginner?
   h. Is there an apprenticeship training program, how long is it, and by what title will the apprentice be certified once the program has been completed?

5. Opportunities open because of this job placement:
   a. Are new workers needed now? Is the field one that might become over-crowded?
   b. Is there a large turnover in this field? Will you be relatively secure from layoffs? Are there other possibilities of unemployment? What are they?

c. Are there more demands in other sections of the country for this type of work than there are here?

6. General consideration:
   a. Will you be able to work at the speed desired and required?
   b. Is the work routine or creative?
   c. Will you be required to work with your hands as well as your head? What happens if you make a mistake in your thinking or in the performance of your work?
   d. Will you derive prestige from doing this type of work? What will your neighbors and friends think of you being employed in this position or job?
   e. Will you have enough time for relaxation and recreation? During what period during the day? How much time?
   f. How will this job affect your personal life?
   g. How does this position contribute to the best interests of society?

7. List the advantages of this type of employment.

8. List the disadvantages of this type of work.

9. How does this career tie in with your own interests, abilities, and personality?

10. Where can you get further information on this career.

11. Include a bibliography (all the materials and people from whom you get your information).

SAMPLE OF RESOURCES FOUND IN A CAREER CENTER

1. Definitions of Occupations: The Dictionary of Occupational Titles (DOT)--The DOT is a paperback with an alphabetical index in the back of the book.

2. Brief Descriptions of Occupations:

   a. Occupational Outlook Handbook--This is a paperback with an alphabetical index in the rear of the book. Describe each occupation, its salary, training or education requirements, and outlook.

   b. Occupational Library--This is a two drawer file cabinet on wheels. This file is organized by the DOT filing system which files similar occupations together. An alphabetical index is in the front folder.

   c. Career Files--Brief occupational descriptions as well as pamphlets and other career information items are filed by the DOT system. An index chart is posted above the files on the bulletin board.

3. Career Magazines:

   a. Career World magazine--a monthly magazine with four or five career articles in each.

   b. Worklife (Manpower) and Occupational Outlook Quarterly--These are Labor Department magazines with articles on certain careers.

4. Career Books: Books on certain careers are arranged alphabetically on the career planning bookshelves. Career books may be checked out.

5. Career Kits:

   a. W.O.R.K.--a kit containing easy reading occupational descriptions.

   b. Occupational Explorations Kit (O.E.K.)--This kit contains a series of brief occupational descriptions. An alphabetical index is in the front of the kit.

   c. Career Opportunities—This series of kits containing job descriptions in several career areas.

6. Audiovisual Career Information: Slides, filmstrips, and cassettes on specific careers are stored in the audiovisual cart. An index is in a gray metal file box on the audiovisual cart. See the Career Center Coordinator for help in using these. The viewer is in the Career Center so you can use all to these audiovisual career materials in the center.

7. Pamphlet Racks: Some career pamphlet are available in racks and on the Career Planning bookshelves. File copies of most of these are in the Career Files.

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